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ABSTRACT

A project was designed to enrich the career growth and development of inner-city handicapped junior high students by training parent-trainers using a trainer-of-trainers model. Through the training process, the project also aimed at forging a strong working relationship among collaborating groups whose personnel were being trained. To achieve these goals, project staff worked on site with representatives of parent advocacy groups, community organizations, and junior high school special education units. Over the course of three years, the project trained more than 150 parent educators from a cross-section of schools and local organizations in 11 community school districts in New York City. The training included a seminar and practicum. Throughout the project, special attention was devoted to developing parent-trainer leadership and advocacy skills. The project was evaluated in terms of its effect on trainees, parents, and their children. The extensive evaluations indicated that project participants developed competencies in the following areas: career education, advocacy, and group process. (Following a brief narrative, the bulk of this document consists of three internal and three external evaluation reports, as well as appendices consisting of workshop materials and evaluation instruments.) (Author/KC)

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TRAINING PARENT-TRAINERS TO FACILITATE CAREER EDUCATION PRACTICES IN HOMES OF URBAN HANDICAPPED YOUTH

FINAL REPORT

U.S. DEPARTMENT OF EDUCATION
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CASE REPORT # 03-87

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ABSTRACT

The project was designed to enrich the career growth and development of inner-city handicapped students on the junior high school level by training parent-trainers using a trainer-of-trainers model. Through the training process, the project also aimed at forging a strong working relationship among collaborating groups whose personnel were being trained.

To achieve these goals project staff worked on-site with representatives of parent advocacy groups, community organizations and junior high school special education units. Collaborating groups that were involved in the training process and/or provided other types of resources included: The Placement and Referral Center for Clients with Special Needs, New York League for the Hard of Hearing, Federation Employment and Guidance Services, Office of Vocational Rehabilitation, Mayor's Office for the Handicapped, International Center for the Disabled, Early Adolescent Helper Program, and the Chief Administrator of the Division of Special Education of the New York City public schools.

Over the course of three years, the project trained more than 150 parent educators from a cross section of schools and local organizations in 11 community school districts in New York City. The training program, conducted at a centrally located site in each community, included a seminar component and practicum.

In the practicum, the trainees, using skills and content taught and practiced in the seminars, conducted a series of workshops under the supervision of project staff for more than 500 parents whose children were in special education. The project staff, consisting of university personnel and a teacher trainer assigned full-time to the project by the New York City Board of Education, modified and used training materials and teaching strategies that had been previously developed by project personnel in conducting pilot demonstration programs for training parents on the high school level. As needed parent workshops in the practicum were conducted bilingually with materials in both English and Spanish.

Throughout the project, special attention was devoted to developing parent-trainer leadership and advocacy skills. Thus, trainers with technical assistance from project staff organized and conducted on their own a series of parent workshops by following the project staff's model explicitly or by introducing their own version that was developed de novo.

The project was evaluated in terms of its effect on trainees, parents, and their children. The internal and external evaluation procedures: trainer survey, trainer knowledge inventory, parent survey, parent opinionnaire and knowledge inventory, and in-depth interviews, indicate that project participants developed competencies in the following areas: career education, advocacy, and group process.

PROJECT GOALS AND OBJECTIVES

The primary purpose of this project was to train parent educators, representing a cross section of school-community-parent groups, to respond to the career development needs of parents and their handicapped children. The following goals were established to achieve these outcomes:

- To implement a parent-trainer program that enables inner-city parents to undertake a wide array of career education roles to augment school-based career development for handicapped youth.
- To develop an increased capability among community organizations, parent advocacy groups and indigenous service providers to deliver career education services to inner-city special education students.
- To establish a model for the training of parent educators that will be used by community groups and organizations as part of their own staff development programs so that they can provide a wider variety of career education and supporting non-vocational services to parents and special education youth.
- To foster the advocacy roles of inner-city parents of handicapped children in school-based and community-based parents' associations and coalitions.
- To disseminate the "parents as career educator" training model to other communities within the New York Metropolitan region and to give assistance to these communities in planning its implementation in parent education programs.
- To forge a strong working relationship among parent advocacy groups, bilingual community organizations, and community schools through their participation as trainers in the project's parent education training program.

Competency Development

To enable parents to carry out their roles and tasks as career educators and advocates for their children, the training of parent trainers was aimed at developing the following competencies:

Career Education Area Competencies

- Skills in assisting parents to use and understand assessment techniques on interests, abilities, likes and dislikes related to occupations and careers.

- Skill as a resource provider to parents in helping their children make realistic occupational training choices.
- A broadened knowledge of occupational information and resources and ways to assist parents in using these with their children.
- Skill in assisting parents to identify experiences at home that promote personal values toward work.
- A knowledge of prevocational and occupational training options in high schools and community agencies.
- Skill in assisting parents on how to identify family member experiences as models of work behaviors with their children.
- A knowledge of community resources that can supplement school-based efforts in physical=manual skill development.

Advocacy Area Competencies

- Skills in helping parents identify community resources that can supplement their childrens' school-based career education programs.
- Skill in helping parents organize informal self-help groups aimed at promoting career and occupational training activities for their children.
- Skill in directing parents on how to use a school's Parents Association to expand career education opportunities and support services for disabled students.
- Skill in recruiting parents to participate in self-help training groups.
- Competency as a protagonist for eliminating barriers with their agencies that block disabled students' opportunities for training and employment after they leave school.

Group Process Competencies

- Skill in helping parents express feelings and beliefs related to the educational and career concerns they hold about their children.
- Skill in helping parents become active listeners.
- Skill in helping parents receive and give feedback about their children.
- Skill in helping parents work with their peers in problem-solving situations related to disabled children.
- Skill in using role play with parents as an instructional technique.
- Skill in encouraging the shy and timid parent to participate fully in small group activity.

PROJECT DESIGN AND OPERATION

Project Philosophy

The philosophy that undergirded our program for parent-trainers is embodied in the following statements:

- Parents as Career Educators

  Parents can and do play an important role in the education of their children. Parents are key individuals in the vocational development of their children as role models, sources of information, and providers of support for their child's aspirations.

- A Collaborative Training Effort

  Collaborative efforts, while difficult to manage, have the potential for achieving outcomes that extend beyond those that can be attained by any single party. In this spirit, we trained individuals representing three distinct categories — parent advocacy groups, community organizations, and school personnel.

- Cultural Sensitivity and Accommodating to Language Facility

  In conducting training activities, project staff and trainers gave much consideration to communication skill differences among parents. Thus, in assigning "homework" or in conducting a workshop activity, instructions were given orally and in writing. In communities with Spanish-speaking participants who felt more comfortable in their native language or were unable to communicate in English, training activities were conducted in Spanish.

- Instructional Modes

  Taking into account that parents are adult learners whose educational experiences range from those having marginal education to those with significant attainment, we deemphasized traditional classroom methods that are often passive. Throughout the program — in training seminars and in parent workshops — we operated on a "learning through doing" principle, with special attention given to project staff modeling activities. Special attention was devoted to capitalizing upon parent experiences in the home and the community. These were then used as a source for debriefing small group activities and/or assignments done by parents with their children at home.

- o Role Models

  Implicit in the program design was the attention given to train parent-trainers as role models. We recruited trainees from a cross section of community organizations and schools e.g.: bilingual parents, special education teachers, counselors, paraprofessionals, directors of community social agencies, presidents and/or members of parents associations, workers in drop-out prevention programs. By having trainers with such varied backgrounds, project staff were able to assist parents in overcoming some of the obstacles that they faced vis-a-vis the school and community agencies, and "getting through each day."

Recruitment Process

At the outset of the project, project staff had to devise strategies that would enhance the recruitment of trainers. We were looking for people who, not only would be accepting of program goals, but who had a strong desire to develop a repertoire of parent training skills. To accomplish this task, project staff organized its recruitment efforts by working closely with Board of Education personnel at two levels: (1) the Division of Special Education at the Central Office and (2) the field-based office of the six Deputy Assistant Superintendents (DAS) who supervise intermediate and elementary level special education programs in their respective regions.

In developing our project proposal, we had secured from the Division of Special Education their willingness to support and cooperate in the project. This support was demonstrated by their assigning a full-time person to the project. A major responsibility of this project associate was to expedite the recruitment process and to be the project liaison in the six regions and in each of the participating community school idstricts.

In each of the three project periods, the project associate, with the guidance of the regional Deputy Assistant Superintendent (DAS) and the assistance of a representative of the DAS, identified four community school districts where the project would be well received. Once these districts were selected, project staff met with the Community School District Superintendents and/or their representatives to discuss in greater detail the goals and structure of the program. At this time, project staff gave an overview of how the project had been implemented previously in other districts and suggested ways in which the district might be of help in getting the program "off the ground."

Personnel Targeted for Training

To encourage the widest range of participation within a community, project staff requested that each junior high/intermediate school be represented by either a special educator, counselor, supervisor or member of a school based support team. In addition, local social service agencies, parents' associations, community school boards, and advocacy groups were made aware of the program. When these organizations showed interest, project staff followed up and identified candidates within the organizations for training.

We highlighted the need for having a representative from each school in a district to participate in that the most effective way of reaching parents is through the personal effort of a highly motivated staff member. Not only does that person have access to parent addresses but she/he also knows which parents are likely to participate in the program. The school person usually knows which parents are working, who is at home and who is receptive to personal telephone calls. Also knowing the "right" parent oftentimes leads to other parents becoming involved. We have learned that one parent with charisma and leadership qualities can generate much interest among peers.

Once we identified the school district, the recruitment of trainers varied depending on the way in which a particular district wanted to proceed. In some cases, the regional liaison worked with the districts and provided the names and locations of those who had expressed an interest in participating. At other times the community school district liaison, often a lead-supervisor, solicited recruits. In cases where a district encountered difficulty in identifying recruits it was necessary for the project associate to make an in-person presentation, either at a meeting of special education teachers, guidance counselors, or supervisors or to visit unrepresented schools and speak to potential recruits on an individual basis. When school district administrators communicated enthusiasm and commitment to the success of our program to the people they selected as liaisons, those people carried the same sense of enthusiasm and commitment to the field supervisors, who spoke to the teachers in the schools about the project. When their after-school schedules permitted, teachers readily signed up to participate in the program. In one instance a supervisor stated at the outset that her teachers would not be interested for a variety of reasons, e.g., the stipend was too small, teachers would not want to stay after school, or all of her teachers had previous commitments. When the supervisor was asked to distribute the information regardless, the teacher response in her schools was very poor. However, when the teachers were approached by project staff on an individual basis and told of the benefits both they and the parents of their students could gain from participation in the program, many decided to join. We told these teachers that they would learn more about the career development process, find out about career-related resources for students with special needs, and have an opportunity to interact with parents on a more intimate level than is possible during the school day, while receiving support and assistance from the project staff in planning and conducting their own career awareness workshops for parents.

In summary, over a three year period more than 150 individuals participated in the training program. These people, representing a cross section of schools, community organizations and parent groups, are classified below:

Special education teachers	109
Parents	16
Community Organization representatives	8
Others (special education supervisors educational evaluators, special education teacher trainers, special education guidance counselors, community school board members paraprofessionals, social worker)	20

Community Demographics

During the course of the three-year cycle, we conducted the program in eleven community school districts throughout the city: Districts five and six in Manhattan which include Harlem and Washington Heights; Districts twenty-four and twenty-nine in Queens, both blue collar working class communities; Districts thirteen, fifteen, ninteen and twenty-three which include the Bedford-Stuyvesant and East New York sections of Brooklyn; Districts nine and twelve in the South Bronx, and District thirty-one on Staten Island which was divided in half and treated as two separate districts because of its size and schools with varying dismissal times. Of all the school districts where we conducted the program, two had unique characteristics that necessitated deviating from our basic plan of operation. For example, District six in Manhattan was so overcrowded that we could not get meeting space in any of the schools. Instead, we met in a storefront which was used by a local Hispanic organization, as a self-help and information center. This meeting place was located at the southern end of the district which serves the northern quarter of Manhattan. Although each intermediate school was represented by parent trainers, few parents from the northern end of the community attended the parent workshops. Also, the fact that the meeting place was associated with one ethnic/cultural group may have inhibited participation by non-Hispanic parents.

On Staten Island more children are bused to and from school than in other parts of the city because of its size and relatively limited public transportation system. As a result the school buses make two runs in the morning and two in the afternoon, one for intermediate school children and one for elementary school children. This situation has created overlapping schedules for the nine intermediate schools. Five of them begin their school day at varying times between 7:30 and 8:15 a.m. The remaining four schools are on a more or less normal schedule of 8:30 to 3:00 p.m. During the fall training cycle we met with the late dismissal group at 3:30 and had very good parent attendance at the parent workshops. In the Spring we began the sessions one hour earlier at 2:30 so that we wouldn't lose the teachers who finished their work day between 1:30 and 2:00 p.m. The parent turnout at these sessions was extremely disappointing. We can only speculate that the earlier time made it difficult for parents who had to be at home around 3:00 to meet younger children as they arrived from school.

Getting The Parents Out

The first assignment project staff gave to the trainers was to begin notifying parents of special education students of our program and the time and dates of parent workshops. We supplied the initial letter of invitation that was mailed to each parent. In addition to stating the purpose and expected outcomes of the program — written simply and concisely — we included travel directions, and mentioned that parents would receive a $5.00 stipend to defray any expenses they might incur in getting to and from the meeting place. The letter also mentioned that refreshments would be served.

We discussed with the trainers how to get all of the letters addressed; in some special education units there are well over one hundred students, including those in the resource room program. Some of the suggestions were: Ask each special education teacher in the school to address the letters for his/her class. Have each special education student address his/her own envelope; some believed this method would involve the students in waiting for the letter to reach their homes and would stimulate them to encourage their parents to attend the workshop. Another suggestion was to have several students address all the letters during free periods or after school in exchange for a prize or a special treat. The trainers were then free to select the method they felt would work best in their individual programs.

After the letters for each school were addressed, the project associate collected them for mailing. If the school district could not cover the mailing costs, the letters were mailed from Board of Education headquarters. The project staff also provided flyers for distribution to the students for hand delivery to their homes a day or two before each parent workshop as a follow-up to the letter. In addition, project staff asked trainers to make a personal appeal by telephone to as many parents as possible.

One of the most effective parent recruitment efforts was conducted in Community School District 15 in Brooklyn where three staff members of the Attendance Improvement Dropout Prevention Program were trainers. This group had easy access to telephone lines and were able to assign a bilingual paraprofessional to make personal calls to parents before each parent workshop.

Maintaining the Impact of the Program

To extend the effect of the project beyond the basic activities, we encouraged trainers to conduct — on their own but with technical help from project staff -- career-related workshops for parents within their own schools or organizations. To achieve this goal, a segment of each training cycle was devoted to "how to plan a workshop" and covered issues related to parent attendance, selecting workshop topics, locating guest speakers, and the role of the workshop leader. To facilitate this process, we gave trainers a "Training Activities Planning Guide," which provides a structure for working out the details for conducting workshops. Trainers were given an opportunity to discuss the workshop topics each had selected and examine presentation formats. They also received from the project staff a list of possible workshop topics and a resource list for obtaining information, speakers and materials to supplement the workshop activities. Patterns of current parent attendance in each school or organization were discussed and methods of improving participation were examined. Some of the suggested methods for increasing parent attendance included surveying parents to determine their areas of greatest need and interest; having classes of students compete for the largest number of parents and rewarding the most highly represented class with a special videotape viewing, popcorn party, field trip, etc. It was also suggested that trainers might duplicate the project workshop format for parents or peers in their individual schools or organizations.

The variety of workshops that trainers conducted independently with project staff assistance in their respective schools over three project years was quite broad. Although most of the trainers were from intermediate schools, several workshops reached parents of children with special needs on other levels, from pre-school to high school. Each workshop, regardless of the title, had career preparation and success as its ultimate goal.

Preschool parents in Queens attended workshops on nutrition, child development, parent rights, and the importance of parent involvement in children's education. These workshops stressed preparation for getting the greatest benefit from the school's educational programs, and the way in which successful career planning can be influenced by proper early preparation. Also, in Queens, two trainers used our program model to conduct after school workshops for upper grade parents of elementary school students from the feeder school.

Junior high and intermediate school principals, and special education supervisors were very eager to utilize the newly acquired skills of our trainers and often asked them to assume prominent roles in "career-day" activities. For example, the trainers from District five in Harlem organized a district-wide intermediate level career day that was attended by all of the intermediate and junior high school special education students in the district, along with many of their parents and community residents. In some schools the career day activities involved the entire school while others were only for special education students and their parents. A Brooklyn class prepared breakfast and invited several of the students' parents to join them and talk about their jobs. Most career day activities provided a sampling of different careers. Some groups, however, used themes like health care, helping people, or technology as a means of focusing their activities.

Some trainers conducted parent workshops dealing with areas of special interest to parents of adolescents -- drug and alcohol abuse prevention, sex education, improving relations between parents and children, high school selection, and dropout prevention. Some counselors and teachers who participated in the program used their knowledge of the career development process to work with parents on an individual basis during regular parent conferences or IEP reviews, while others conducted peer training sessions during staff development workshops. One counselor, who was a trainer last year and is running for the position of vice president of the New York City Association for Counseling and Development, has made it a personal goal to start a parent committee within that organization to "involve parents more actively on an on-going basis to increase the impact of schools and the home in working toward mutual goals," which includes developing career awareness.

While we had no trainers who worked exclusively with high school students, some of our trainers, who worked within or had connections with community organizations, conducted workshops which dealt with issues of major concern to parents of high school students. Some of the topics were: Preparation for work--working papers, developing the proper attitudes and behaviors for successful employment, and summer jobs. Issues surrounding high school diploma requirements and options after high school were also covered in a number of workshops. The training program was replicated in a Brooklyn residential program for pregnant adolescents, and in Staten Island for parents of children in a special school program for children who have intensive social behavior control problems. Some Bronx trainers met with parents from their school who had attended our workshop this year to plan topics and speakers for parent workshops next year.

TRAINING PROCESS AND FORMAT

Seminars

During each project period, project staff conducted a series of training seminars and parent workshops (practicum). These workshops, which were field-based, provided the trainers an opportunity to practice and refine skills that project staff had taught through simulation and modeling in the seminars.

More specifically, at a seminar session, project staff gave trainers a fully developed working agenda that would serve as a guide for trainers when leading small groups at parent workshops. Each agenda (See appendix for samples) spelled out in detail workshop objectives, anticipated outcomes, resource personnel who would be presenting during the large group-phase, an evaluation format and a time schedule for each activity.

At the seminars, project staff relied heavily on two to three strategies in developing leadership behavior among the trainers. One approach was the use of simulation in which the trainers assumed the role of parents while a project staff member led the group. At crucial junctures in the simulation, project staff asked trainers to "break set", revert back to their role as a trainer and make critical comments about the process. Thus, in preparation for each workshop, a model of how to conduct a small group activity was provided. In essence it was a "coming attraction" — a literal picture of the actual task that they would be doing with parents.

To reinforce the behaviors that had been modeled, project staff had small groups of trainers practice leading a group of peers who acted as though they were parents. Thus, trainers practiced a variety of small-group leadership skills such as: making introductory statements, asking questions, eliciting information, dealing with a "reticent" or "hostile" type parent.

After "modeling" and "role playing," project staff usually concluded the seminar with a processing of these activities. In this debriefing segment, trainers analyzed what they had experienced, and made "I" statements about what they had learned or felt. For example, trainers stated: "I felt anxious when telling a monopolizing parent to give somebody else a chance to talk" or "I feel better about letting parents do the talking. I don't feel the need to always be in control."

Parent workshops

Alternating with the seminars were the parent workshops which typically included the following components.

Phase I An informal phase during which time project staff and trainers greeted early arrivers, introduced parents to resource people and provided parents with an opportunity to discuss individual problems or concerns. The host school provided refreshments which were served by special education students who, in addition, had the responsibility of arranging the room setting. As parents signed attendance sheets, they were given reference/resource materials.

Phase II The next phase was a formal but brief welcome with an introduction of resource people who would be presenting. Most often the presentation was in the form of a panel whose members represented a cross-section of community organizations serving the needs of handicapped youth and/or who provided ancillary and generic services often used by community residents.

During this phase of the program, panelists' remarks were translated into Spanish. In several workshops the need for translating was not required in that we were able to secure Spanish-speaking panelists and thus could have a separate but parallel presentation in an adjoining room. In this way the time spent for translation was used more productively in expanding presentations and giving more time for questions and answers.

Phase III The third phase of most workshops was devoted to small-group activity that focused on developing parent competencies in career education. In small groups, trainers explained, demonstrated, and led parents step-by-step through a specific activity that parents themselves would be doing with their children as an at-home assignment. As a guide for conducting small groups, trainers followed a working agenda developed by project staff and modified by trainers during the planning/training session that preceded each workshop. (See appendix for sample agendas). In the small group, trainers encouraged parent interaction by having group participants share their ideas and concerns regarding their children's vocational future and the transition of their children from junior high school to high school. After parents had experienced the process, time was spent on parents trying out the activity in dyads — as role play situations that simulated what they would be doing with their children at home.

After the first workshop in each training cycle, trainers provided time in the small groups to debrief the outcomes of the at-home assignment. By using questions developed by project staff, trainers would ask: "how did your child respond to the activity? What went well? What roadblocks occurred? If you were to do the activity again, how would you change it? What did you learn about your child's interests, abilities, values?" It was during this debriefing period that parents soon realized that their concerns, fears and anxieties were commonly held and that they were not alone in their struggle to assist their child in the career development process.

The small-group activity created an ambience that encouraged parents to take risks in sharing feelings and concerns with peers. They began to verbalize early on in the program newly discovered understandings about their child's career future. A parent stated, "I feel better about my son going on to high school. Even if the school doesn't have the training program he wants, there are agencies in the community that can help him." A father added, "Before this program I thought the school was my son's only hope but now I realize there are other places to go for help." Another parent indicated that the small group setting where she tried out the at-home career-related exercise made a big change in the relationship with her son. "Before, I couldn't get him to talk about anything -- not school, not his future -- but now he knows I have homework to do and we are communicating for the first time." Several parents indicated that meeting other parents opened up a whole new world. As one parent stated, "I just hope it doesn't stop here."

For parents who were monolingual in Spanish, small groups were led by a bilingual trainer. Shy and reticent parents, who had some English-speaking ability, were encouraged to participate in English-speaking groups, thus affording practice and the associated confidence that emanates from being able to communicate with peers. Exercise materials were translated into Spanish where needed and for the handful of parents who were functionally illiterate in both Spanish and English, trainers read the material orally in Spanish.

Phase IV The culminating aspect of all workshops involved a formal evaluation of the session using a protocol that included checklists and a series of open-ended questions. This activity, plus an informal oral evaluation conducted in the small groups, provided trainers with immediate feedback on parent perceptions of the workshop. In addition, at the end of each workshop, parents reconvened in a large group. Project staff asked parents "to give testimony" -- to share with the group what they had learned, what was new, what made an impact, what they planned to do with their children, and what steps they planned to do with teachers and school administrators.

Project staff and trainers reinforced positive comments and behaviors by indicating that through individual and/or collective action of parents — newly developed networks that began to emanate from the small groups after the early sessions — changes could be made in IEPs, school programs, and support services that would benefit their children.

Parents were encouraged to attend their school's parents association meetings and to advocate for improved and/or expanded services.

Resources Used in Training

Project staff used the following criteria in selecting resources:

- to meet parents' need for information about available services and where to get them;
- to educate parents regarding their rights and responsibilities;
- to familarize parents with the career planning process;
- to stimulate advocacy;
- to provide support, hope and motivation;
- to help parents to better understand the employment process.

Resources were presented in the form of both people and materials.

People. Resource people from a variety of agencies and institutions were invited to each of the five parent workshops. Thus, at the first meeting, special education students who had had a part-time or summertime work experience were invited to describe their job, tell how they obtained the job, identify those who helped and to describe their plans for the future. By hearing the positive work experiences of these students, who are similar to their own children, parents begin to understand that their children can work, creating a feeling of hopefulness that sets the tone for the entire workshop series. This activity helps parents to assist their child to start thinking about what kind of work he/she might be interested in, what training might be needed and how to overcome problems in getting a job.

At the second parent workshop, Assistant Principals of high school special education programs provided parents with an overview of high school special education programs with a focus on career related training options. They discussed possibilities for work experience and cooperative education programs offered in high school.

Workshop Three focused on educational rights and advocacy. Representatives from the Parent/Community Liaison Program or Reach Out to Parents (ROPO) program of the New York City Board of Education explained the range of services that the school system provides children with special needs, such as the School Based Support Team (SBST), Committee on the Handicapped (COH); Individual Educational Program (IEP) and Bilingual Assistance. Parents learned about their children's educational rights and services and approaches to securing school services. Parent advocacy was encouraged.

At Workshop Four, speakers from community agencies were introduced. Agencies providing such services as individual and family counseling, information and referral; psychological testing, advocacy, evaluations and remediation, after-school homework assistance, summer recreation and job training and placement made presentations. These presenters made parents aware of a variety of community resources available to their children that provide training, academic and support services. Each agency was asked to supplement their verbal presentations with written materials in English and Spanish.

Speakers from employment and rehabilitation resources presented at Workshop Five. Panelists gave an overview of what their company or organization does, where it is located, the employment outlook, types of jobs, and services provided. They focused on factors that raise the employment potential of handicapped students and responded to parents questions.

Evaluations indicated that parents preceived the information provided by the speakers one of the most valuable outcomes from their attendance at sessions. Some told of having pursued leads and contacts made at the meeting. Some began family therapy while others filed job applications. (See Appendix for listing of school, community agency and employment-related presenters.)

Materials. As with the "people" resources, we attempted to key materials distributed to parents to workshop themes. Materials were selected to meet general information needs regarding available city-wide services, to educate parents about special education, learning disabilities and other handicapping conditions, to facilitate use of community agency programs and services and to provide career and job related information. Some materials were reproduced; some were provided by community agency representatives when they presented at workshops, and some were purchased. Materials ranged in type from simple fact sheets to elaborate brochures and comprehensive directories. All were eagerly received by parents and trainers. (For a listing of distributed materials, see Appendix.)

Project Advisory Committee

The following organizations were represented on the Project Advisory Committee:

- Placement and Referral Center for Clients with Special Needs.
- Office of Career/Vocational Education, New York City Board of Education
- New York League for the Hard of Hearing
- Federation Employment and Guidance Services
- Office of Vocational Rehabilitation
- Mayor's Office for the Handicapped
- International Center for the Disabled
- LaGuardia Community College
- Early Adolescent Helper Program

Project staff used the experience and expertise of Committee members in the following ways:

- reviewing program goals and project design;
- offering suggestions related to curriculum development of workshop sessions;
- recommending qualified people in the community to be resources at workshops;

- suggesting articulation activities with community organizations and advocacy groups;
- identifying audiences and their information needs regarding career education of handicapped youth.
- reacting to evaluation procedures and outcomes.

Dissemination

The project staff has utilized every opportunity to promote program goals and share the program content. On October 29, 1986 we made a presentation at a regional conference "Vocational Options for Students with Special Needs" sponsored by the Churchill School and Center for Learning Disabilities, The Foundation for Children with Learning Disabilities and Resources for Children with Special Needs, Inc. at Pace University in New York City. We have been invited to make a presentation at the Fourth International Conference on Career Development and Vocational Special Needs Individuals, in Nashville, Tennessee in the Fall 1987. Our training content and techniques have been adapted and used by the Community Association of Progressive Dominicans in Washington Heights as a result of our training their staff members. This organization heads a self-help support network for newly immigrated families and individuals from the Dominican Republic. They sponsor adult literacy and aculturation assistance in the form of life management skills appropriate to living and working in New York City. As an ancillary activity to spread the effect of the project more widely, our project associate conducted twelve workshops for elementary and junior high school parents whose children partipate in a special VEA program.

To increase the likelihood that the project's impact will be maintained we have developed a training manual — currently in the final editing stage -- that is addressed primarily to trainers who do group work directly with parents of special education students. The manual draws upon educational resources developed in the project and enhances these with additional materials developed in other pilot/demonstration programs.

PROJECT IMPACT — A SUMMARY

Over 150 individuals from schools, community agencies and parent groups in eleven communities within New York City were trained as parent educators during three project years. In addition, as part of the training process, more than four hundred parents of special education students participated in a series of workshops organized by project staff and led by trainees. Workshop activities focused on ways that parents could help their children with career information, career choices, and eventually make the transition from school to the "world of work."

Major accomplishments of the project that are related to the trainees are detailed in project evaluation studies (see subsequent sections of this report). These studies indicate that the project had an impact on trainees (parent educators) in the following ways:

- In general, trainees perceived themselves as becoming more effective leaders of parent groups.
- Trainees believe that it is worth while to involve parents as career educators of their own children.
- Trainees acquired, for the first time, content knowledge in career education to help train parents.
- Trainees improved their skills to work with parents in small and large groups.
- Some trainees expressed need for additional training as parent educators.
- Trainees perceived that they now possessed a number of qualities essential for a leadership role.
- Some trainees changed their ideas and attitudes about the needs and interests of parents of special education students.
- Trainees came to perceive workshops for parents as a major vehicle to bring parents up-to-date on career development concepts and to participate actively in the decision making process involving career choices of their children.
- Trainees used training materials directly with special education students. Thus, handicapped children whose parents were unable to attend workshops received benefits of the program.
- The vast majority of trainees were able to implement, independently, training programs for parents by replicating the project model explicitly or

by creating their own ways with help from project staff.

- Trainees learned about community resources for handicapped individuals available for parents and children in their communities.
- Trainees shared the outcomes of their training with colleagues both formally and informally. In many instances they were encouraged by their principals or supervisors to demonstrate and teach their peers what they had learned at in-house staff development sessions.

This project was directed ultimately at the needs of special education students and their families. As indicated in the project evaluation studies conducted over a three year period (see appendices), the project had an impact on parents and their children in the following ways:

- Parents' attitudes toward the school increased in a positive direction as a result of working intimately with trainers, parents believed that the school really cared about handicapped children.
- Parents learned new things about their children including the kind of work their children could do.
- Students became more aware of ties between their education and future career plans and were taking steps with counselors and other school personnel to discuss career plans and problems.
- Parents sought out and obtained assistance from community resources in order to motivate their children in career planning.
- Uniformly, parents stated that by participating in the project, their feelings of isolation and being "alone" changed significantly. They began to feel empowered and more in charge of their own lives. They feel that they can really help their children.
- Parents began forming informal and formal groups as a means of securing increased services for their children in school.
- Parents learned about the rights of their children regarding services.
- Parents, who had recently moved to the U.S.A. and were reticent about being infolved in school matters, became more active. They participated in large and small groups and learned how to speak up on behalf of their children to school and agency personnel.
- Some parents became so immersed in career development concepts that they resumed their own education by entering continuing education

programs on the secondary or post-secondary levels.

- Parents stated that they were talking to their children more and that they were "calmer" with them than they used to be.
- Parents asked that the program be extended so that they could increase their newly developed fund of knowledge and skills.
- Parents attended parents association meetings more frequently.
- Parents stated that their initial expectations about the program had been satisfied and that perhaps, they had even gotten more than they had expected in some cases.
- Although parents were sometimes a little vague about what actions to take in the future, they reflected a positive attitude about the fact that there were acutally possibilities out there for their children.

In addition to the aforementioned examples of project impact, the project served as a motivating force for trainers and parents to act upon ideas that previously may not have seemed possible. The training seminars and workshops provided knowledge of mechanisms and fostered relationships among parents, school staff and community organization personnel that opened up new possibilities for realizing change in the career development of handicapped students. For both trainers and administrators, the training provided a model, a process and the content necessary for assisting parents to become career educators of their children.

PROGRAM EVALUATION - INTRODUCTION

Project staff conducted three internal evaluation studies, one for each project period. These evaluations served both formative and summative purposes. The summative evaluation consisted of pre-post instruments to assess project's effects on the attitudes, knowledge, and behaviors of participants (trainers and parents) in terms of proposed competencies. In depth interviews with a random sample of participants were conducted each year to enrich and supplement quantitative data.

Formative evaluation consisted of the reactions of project evaluators and project participants to the content and process of training components: seminars and workshops.

In addition to the three internal evaluations, three external evaluations were commissioned. Using their own methodology, the external evaluators conducted summative evaluations to determine whether project staff had met basic criteria concerning such items as: the organization of the project, content and methods used in seminars and workshops, and project goals.

TRAINING PARENT-TRAINERS AS CAREER EDUCATORS

Internal Evaluation Report

Project Year One
1984-1985

Evaluation

The evaluation design, described in our original proposal, includes a formative and summative evaluation of the project's activities and outcomes and, in addition, an external evaluation conducted during each project period.

At the completion of project period one, we have developed all major evaluation instruments and have collected pre-test and post-test data on both fall and spring trainers. We have also collected pre and post-surveys of parent participants in the fall and spring cycles as well as paper/pencil ratings from parents on each of the workshops conducted. The project evaluators were present at all planning and workshop sessions and took notes on parent participant and trainer verbal reactions to the sessions. In addition, project staff, including the evaluators and the Board of Education advisor, spoke informally to participants during the refreshment periods of sessions in order to obtain greater feedback for making ongoing program modifications.

Development of Summative Evaluation Procedures

At the outset of the project, the staff got together to refine evaluation instruments and techniques and to develop new procedures. The following measures were the products of these meetings:

Trainer Pre-Surveys. These instruments were modified from previous surveys used in similar projects to include more demographic data such as experience in special education, and educational background (see Appendix). The surveys were completed by trainers from all four participating school districts at the beginning of the fall training cycle. The purpose of the trainer pre-surveys was twofold. First, it provided information about the previous experience of the trainers as individuals and about each participating school district as a whole. Second, it provided a baseline for determining the extent of the project's impact on trainers' self perceptions of their capabilities as leaders of career education workshops for parents and for determining the extent of change in individual or organizational involvement with career development activities.

Trainer Post-Surveys. Several forms were adapted and developed for assessing the impact of training upon the attitudes and performance of trainers as group leaders in career development activities. One survey (see Fall-Post Survey in the Appendix) was for trainers who completed their training cycle in the fall. This survey focused on changes in the extent of trainers' competence as group leaders and their plans for providing career development programs to special education students and parents in their home-schools during the spring. A form for structuring the planning of post-training workshops was developed to aid these trainers in carrying out their activities independently and also appears in the Appendix. A second post-survey (see Fall Post-Survey in the Appendix) was developed for evaluating the success of these independent projects at the end of the spring cycle. This measurement focused primarily on the impact of the program for parents, students, and colleagues who were indirectly affected by the training program. The third post-survey for trainers was developed for trainers who were observers during the fall cycle and who actively participated in the training process during the spring. This survey included all the material designed for fall trainers and, in addition, assessed the impact of the participant-observation period (see Spring Post-Survey in Appendix).

Trainer-Observer Guides for Focused Observation. This instrument was constructed by project staff as a way of providing trainer-observers with a means of sharpening their skills as trainers by focusing their observations on particular leadership techniques, parent concerns, and group dynamic processes. This survey was continually modified as a result of feedback during planning sessions and informal interviews. There are presently two forms of the guide which appear in the Appendix and were used to record and highlight details of the group process and expressed parent concerns throughout the training sessions.

Parent Pre-Surveys. These measures were adapted for a junior high school population and focused on the extent of parents' knowledge and attitudes prior to attending any workshops. All parents received these measures at their first workshop session although the forms differed slightly for fall and spring cycles.

As with all parent paper/pencil evaluations, they were available in English and Spanish (both of which appear in the Appendix for fall and spring cycles).

Parent End-of-Session Ratings. These instruments, were adapted from previous projects on training parents as career educators and included components addressing both the presentations to parents by representatives of community agency or parent advocacy groups and small group workshop content. In addition, during the spring cycle only, the survey included a specific section on parent opinions of trainer effectiveness in leading the small group workshops. The evaluations were completed by parents at the end of each workshop session (see Appendix).

Parent-Post Surveys. Also adapted from previous projects, this survey included attitude and knowledge changes resulting from participation in the project as it impacted on themselves and their children (see Appendix). These surveys were distributed at the final workshop session and essentially paralleled the pre-survey measures. Because the forms differed somewhat for fall and spring cycles, both appear in the Appendix).

Formative Evaluation Procedures

All staff members, including project evaluators, attended the trainer seminar sessions and parent workshops. As outlined in the original project proposal, several procedures were carried out in order to provide for modifications in program content and process during the implementation of the project in the first year. Also, as indicated in the original proposal, there was a significant overlap between formative and summative evaluation procedures.

Parent-End-of-Session Ratings. These ratings while directly measuring parent attitudes and knowledge, also reflected trainer effectiveness and the usefulness of workshop content. Completed at the end of each session, these ratings reflected the most positive and negative aspects of individual workshop sessions and so served as a source of information for modifying future sessions.

Parent Verbal Reactions. These reactions to trainer effectiveness and workshop content and process were elicited during the last five minutes of each workshop. Reactions were noted by project staff and trainer observers. Some typical responses were:

> "By coming to the groups where everyone tells about their problem, I feel that there is more of a chance now."
>
> "I have children in different categories - high school, junior high school, regular. Each one has a problem of his own. I need a lot of information to help all three."
>
> "I needed to know that there were other parents with the same fears; the fear of having to explain your child's condition to friends; the fear of not knowing what to do as an advocate for my child."

These kinds of comments affected the content of trainer seminar sessions and the development of group leadership skills. It also helped provide direction in obtaining appropriate speakers for parent workshops and guiding their presentations toward parent concerns.

Trainers' Verbal Reactions. The trainers' reactions to workshop content and process and their self assessment of their effectiveness as group leaders were elicited during each seminar session and in informal interviews prior to each seminar. Reactions were noted by project staff and helped shape the direction of future seminars and workshop sessions. For example, one trainer said that she felt "inexperienced in management techniques with large parent groups" and did not know "how to deal with dominating or angry parents or when a parent wants to let go." Another trainer observed that one of the community organization presenters seemed to be "stretching to reach special education children" and that the parents were "searching for help and information, but that this was not picked up by the speaker." This problem was avoided by specific briefing for speakers at subsequent sessions.

Trainer-Observer Guides for Focused Observation. In addition to helping the observers, these observations by trainers provided feedback for the project staff on parent concerns and trainer strengths and weaknesses. For example, one trainer observed that a peer trainer seemed to be overly preoccupied with keeping to a schedule. To modify this behavior, at the next seminar, techniques for setting time limits while allowing for a relaxed give-and-take were discussed and modeled. In addition during the spring cycle these forms were used for providing direct feedback to trainers during the planning and debriefing seminars.

Project Staff Meetings. These sessions provided an opportunity to poolinformation gleaned from the above measures and from personal observations in order to maximize the impact of the project on trainers, parents, and students. For example, because several trainers expressed a need for improving their small-group leadership techniques, more time was allotted for modeling and explication of these techniques during seminar sessions. It also became evident that because of the diverse backgrounds of the trainers, more specific information about career development concepts was needed. Therefore, these concepts were emphasized and woven repeatedly into the seminar sessions. In addition, more written material and career development content presentations were incorporated into the spring training cycle.

In another area, it was observed that parent recruitment and attendance might be increased by leaving more time between the first trainer seminar and the initial parent workshop. Scheduling of the spring cycle, therefore, was modified accordingly. In addition, a letter was sent to principals of participating schools prior to the first spring cycle parent workshop in order to obtain cooperation in parent recruitment efforts and for support of school-based trainers. Also, after the first workshops in the fall cycle, parents were sent reminder letters for all subsequent workshops.

In addition, based on the information and feedback shared at the project staff meetings, the trainers were encouraged to adapt topics and formats for workshop sessions carried out after their formal training ended. These changes in content or process were developed based on the reactions and expressed concerns of parents during the original fall cycle workshop sessions.

Evaluation of Project Effectiveness

The examination of responses to pre- and post-survey instruments was divided into several sections. The first section provides a description of school district demographics. In this section, as in all subsequent ones in which school districts andtraining cycles are to be distinguished from one another, the following identifying labels are used:

Manhatttan District 5, Fall Cycle (M-Cycle I)
Manhattan District 6, Spring Cycle (M-Cycle II)
Queens District 24, Fall Cycle (Q-Cycle I)
Queens District 29, Spring Cycle (Q-Cycle II)

Subsequent sections examine project effectiveness separately for trainer and parent participants. Within both groups, results are presented first in terms of categorical variables based on responses to multiple choice and ratings of items on survey instruments and second in terms of responses to open-ended survey questions. The latter qualitative analysis combines districts and is intended to highlight the most salient aspects of the trainer or parent experience as indicators of the overall success of the project.

District Demographics. Each school district that participated in the project had a predominantly distinctive ethnic composition. The M-Cycle I group was in a primarily black community in which both school staff and many parents were already extremely active in terms of community organization and advocacy efforts. The O-Cycle I group was a primarily white, though ethnically mixed group, with a few black and a few Spanish speaking familes. The M-Cycle II district was predominantly Spanish speaking with families coming primarily from the Dominican Republic. The O-Cycle II district was largely populated by black families with a few members of the Spanish speaking community. Unlike the M-Cycle I group, however, this group did not seem to have as strong a community activist orientation although several of the trainers were making efforts in this direction. In general, the trainers in each district, although not as ethnically homogenous as the parents, tended to reflect the ethnic composition of their respective communities.

The differences in these communities produced somewhat different concerns and attitudes among the parents and so trainers and project staff had to adapt their workshops for each group. For example, the Manhattan fall cycle group (M-Cycle I) was particularly sensitive about encouraging their children to accept low level entry positions such as dishwasher or porter work. In this situation the trainers learned to stress the concept of a career ladder and the idea that youngsters should not feel that their first jobs will lock them into a particular position. Rather parents were encouraged to accept the idea that many positions have potential for promotion and that prospective employers have a higher regard for someone who has held any job than for someone with no work experience at all. Another example was the Manhattan spring cycle group (M-Cycle II) which contained primarily Spanish speaking parents from the Dominican Republic. The fact that these parents were newly arrived in this country and had not had much opportunity to hear English in their country of origin (unlike Spanish families from Puerto Rico) made it necessary to hold workshops in Spanish and to provide simultaneous translations for speakers from agencies. In addition, trainers suggested that some of the written material, even when in Spanish, and some of the counseling techniques utilized in the workshops might have been overwhelming for members of this community.

Impact on Trainers: Trainer Educational and Professional Experience. The educational and professional backgrounds of the trainers, in terms of experience in special education, career education, and working with parents of junior high school age children was obtained from the Trainer Pre-Surveys. Tables 1-5 contain the percentage of trainers from each district included in each educational category. As Table 1 shows, the M-Cycle I trainers had a slightly higher educational level than all other groups. Most participants had obtained a masters degree or higher and also had the fewest participants with only a high school education. In contrast the O-Cycle II trainers overall had more members who had achieved the relatively lowest level of education. Two-thirds of this group, however, did have a master's degree.

Table 1

Percentage of Trainers in Each Educational Background Category
by School District

	M-Cycle I	M-Cycle II	O-Cycle I	O-Cycle II
High school only	10	0	25	25
College	10	40	0	8
Masters Degree or higher	80	60	75	67

Table 2 contains the percentage of trainers with some experience in special education. It should be noted that some trainers appear in more than one category because both past and present experience was included. As shown in Table 2, the M-Cycle I trainers had a proportionately larger representation of supervisors (30%) and trainers with experience in teaching junior high school age special education students (50%). The O-Cycle I group, on the other hand, had the highest percentage of trainers with elementary age special education teaching experience (63%) while the M-Cycle II group had the highest percentage of trainers without any special education background (60%).

Table 2

Percentage of Trainers with Special Education Experience

	M-Cycle I	M-Cycle II	O-Cycle I	O-Cycle II
Parent Advocate or Volunteer	10	0	13	17
Paraprofessional	0	0	0	8
Teacher - Elm.	30	30	63	33
Teacher - J.H.S.	50	10	25	42
Teacher - Other	20	0	0	0
Ed Evaluator; Social Worker, Counselor	20	20	13	17
College teacher	0	0	13	0
No experience	20	60	38	33

Note: Individual trainers may appear in more than one category.

Table 3 contains the percentage of trainers in each category of current employment position within the four destricts.

Table 3

Percentage of Trainers in Current Employment Categories

	M-Cycle I	M-Cycle II	O-Cycle I	O-Cycle II
Parent Advocate or PTA Person	10	0	25	25
Paraprofessional	0	0	0	8.3
Community Coordinator or Outreach Worker	0	40	0	0
Teacher	40	40	50	50
Ed. Evaluator; Social Worker, Counselor	0	20	25	8.3
Special Ed. Supervisor	20	0	0	8.3
COH Chairperson	10	0	0	0
Community School Board Officer	10	0	0	0
Agency Director	10	0	0	0

Based on Table 3, some striking differences can observed in the types of positions currently held by the two Oueens groups combined as compared to the two Manhattan groups combined. The Queens trainers contained a higher proportion of teachers, paraprofessionals, and parents (79% of total) while the Manhattan groups had a higher proportion of trainers in administrative positions such as COH Chair, Agency Director, Community School Board Officer, and Supervisors or in bilingual community outreach jobs (45% in total).

Table 4 contains the percentage of trainers who indicated that they had some prior personal experience either working with parents of junior high school age children or in career education programs.

Table 4

Percentage of Trainers with Relevant Parent Leadership or Career Education Experience

	M-Cycle I	M-Cycle II	O-Cycle I	O-Cycle II
J.H.S. Parents	100	70	38	42
Career Education	60	30	63	50

As the table shows, the Manhattan trainers and particularly those in M-Cycle I had more individuals with experience working with parents of junior high school age children. This finding was not surprising since this group had the most experience with special education students at the junior high school level. In terms of career education background, however, three of the four groups were about equally experienced and only the M-Cycle II trainers seemed to be particularly inexperienced in the career education area.

Table 5 contains similar percentages on an organizational, rather than individual level. That is, it shows the proportion of trainers that worked in schools or organizations that were involved in providing career education to parents or students and also the extent of the organization's contact with other agencies.

Table 5

Percentage of Trainers Working in Organizations that Provide Career Education Services and/or Maintain Contact with Other Agencies.

	M-Cycle I	M-Cycle II	O-Cycle I	O-Cycle II
Career Ed. to Students	90	90	50	58
Career Ed. to Parents	30	50	30	58
Contact with other Agencies	100	60	20	42

As the table shows, prior to training both Manhattan groups reported greater organizational participation in career education activities for students. Career education activities for parents, although lower than for students, occurred mostly in the spring training groups' organizations in both Manhattan and Oueens. Overall, the M-Cycle II group's organizations provided the most in career education activities. In terms of contact with other agencies, again the Manhattan groups reported more activity in their organizations. In particular the O-Cycle I group's organizations had minimal contact with other agencies. Probably this reflected the fact that this group was composed of more parents and teachers than supervisors or community agency people. As such, they might not have been aware of their own school's contact with outside agencies.

Trainer Attitudes and Self Appraisals of Competency Before and After Training. Trainers were asked to rate how comfortable they felt on eight concepts involving their knowledge, skills and attitudes toward working with special education parents in the area of career education. Table 6 contains the average rating within trainer groups on pre and post-survey measures. A rating of 1 indicated that the trainer was uncomfortable with the concept and a rating of 4 indicated that the trainer was very comfortable.

Table 6

Mean Trainer Ratings of Degree of Comfort with Workshop Concepts and Processes

	M-Cycle I		M-Cycle II		Q-Cycle I		Q-Cycle II	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
"Parents as career educators of their own children"	3.6	3.9	3.9	4.0	4.0	4.0	3.7	4.0
I have the skills to work with parents in small groups	3.8	3.9	3.7	3.8	3.5	3.5	3.4	3.7
I have the skills to work with parents in large groups	3.7	3.8	3.3	3.4	2.8	3.1	2.8	3.1
I have the skills to work with parents on a one-to-one basis	4.0	4.0	4.0	4.0	3.8	3.8	3.9	3.9
I possess the content knowledge in the career education area to train parents as career educators	3.1	3.5	2.7	3.6	2.1	3.1	2.4	3.3
I can adapt my experience to a special education population*	3.8	3.8	3.1	3.6	3.9	3.6	3.5	3.7
I can adapt my experiences to a bi-cultural population	3.6	3.8	3.7	—	2.6	2.4	3.4	—
I can adapt my experiences to a pupulation that is both handicapped and of limited English language skills*	3.3	2.9	3.4	—	2.6	2.0	2.6	—

*Items not included in Spring Post Survey.

As the table suggests all groups continued to have a very positive orientation toward the concept of "parents as career educators of their own children" following training. They also tended to show some increase in their perceived ability to lead small and large groups of parents. Of most importance was the finding that all groups felt substantially more comfortable in dealing with career education concepts following training.

Trainer Post-Surveys. As indicated earlier, there were three forms of the trainer post-surveys. The first form was completed by the fall cycle trainers at the end of their formal training seminar sessions and prior to their involvement with independent home-school based workshops. The results of this survey are discussed in the section labeled Fall Cycle: Post Survey. The second survey was completed by the same trainers at the end of the spring cycle after they had carried our their independent workshops. The results of the survey are discussed in the section labeled Fall Cycle: Post-Post Survey. Finally the third survey, also given at the end of the spring cycle, was completed by the trainers who attended seminars during the spring. The results of this survey are discussed under the section labeled Spring Cycle: Post Survey.

Fall Cycle: Post-Survey. This survey was largely open-ended and attempted to evaluate the impact of the training seminars and workshops on trainers' conceptions of themselves as group leaders, their opinion of the effectiveness of the training, and their plans for carrying out similar career development workshops independently in the near future. The following results were obtained from this survey:

a) Learn about yourself-Oueens trainers used two basic categories to indicate what they had learned about themselves as group leaders. They either focused on their surprise at being able to be effective group leaders or else observed that their technique needed improvement. For example, trainers said,

> "It was less difficult than I had anticipated; everything seemed to work,"
>
> "I am capable of working with groups of all sizes and can apply my training to small groups."

Conversely, trainers said,

> "I am still uncomfortable before adult groups unless I have a very concrete function to perform - like a teacher with an outline,"
>
> "I need a co-leader to work with me closely in order to sharpen my leadership skills."

The Manhattan trainers seemed to make self observations that were more specific to the career education workhops rather than to group leadership skills in general. For example, trainers said,

> "I have the capability, but need more experience in content."
>
> "I had to place myself in the position of a parent which led me to think about the career choices that my own children are making."
>
> "I realized the importance of preparation for each activity and for experiencing each activity that the parents will be experiencing."

b) Conception of parents of special education students - In this area trainers responded in four basic categories. The first was that their conception of special education parents was virtually unchanged. This response was produced only by the Manhattan group and reflected the extent to which many members of this group were already senstitized to parents prior to training. A typical response was, "It didn't change my conception. I have worked with parents of special education students for years." On the other hand, there were three categories of increased sensitivity expressed and these were:

> Understanding of the parents' needs for help
>
> "Made me aware that most parents don't know how to help their special education children in the career planning area."

An appreciation of the extent of parents' already developed involvement and awareness

"Broadened my concept about their sophisticaton and concerns."

"There are parents who are concerned and willing to get involved with the special education program."

An increased knowledge of parents concerns

"Heightened my awareness of parents' feelings of inadequacy in dealing with this area of their children's lives,"

"Parents of special education students have similar needs to parents of regular students,"

"Many parents are themselves considering career changes."

c) Program effectiveness - Responses to this section were divided into seven sections.

1. Seminars - Overall the training seminars were judged effective by most trainers although several said that they felt rushed and needed more time to practice as well as more information to give to the parents. Trainers in both distrticts highlighted the debriefing sessions and the modeling techniques used by the project staff as most helpful. They aslo felt that the interaction between trainers was one of the most important aspects of the training seminars. Both districts experienced the CUNY staff as well prepared before each seminar.

2. Presentations by resource people - Overall the presentations by resource people were regarded as highly informative by trainers. Although a few indicated that more time for questions and follow-up would have been useful, two comments essentially sum up the feeling of most trainers, i.e., "Parents as well as trainers greatly benefited from the resources offered. These organizations really extended themselves to provide speakers and useful presentations of factual materials and the reality of situations."

3. Small group activities - All trainers agreed that the small group activities were very effective in providing an opportuity for parents to share their concerns and experiences with one another and to practice the career development exercises to be used at home with their children. Some typical comments were,

> "Parents were able to exchange ideas and experiences as well as to begin questioning their own responses to their children,"
>
> "Opportunity for learning how to have a dialogue with child now,"
>
> "Good for people to develop communication skills."

4. Use of paired co-trainers - All parent groups were run by at least two trainers. The reaction to this procedure was almost unanimously positive. Typical comments were,

> "Very good aspect of the program - by working in pairs we were able to assist each other in implementing the ideas derived during demonstrations,"
>
> "Good to have someone to jump in when you hit a rough spot,"
>
> "Good training approach and confidence building technique,"
>
> "Each brought own assets to the group,"
>
> "Excellent for helping each trainer learn his/her own weakness and strengths."

A few neutral or slightly negative reactions, however, were also evoked. For example, "A little confusing," "Not an advantage or a disadvantage."

5. Presence of trainer-observers - The presence of trainer-observers (i.e., spring cycle trainers) was not initially well received. Of all program components, this seemed to evoke the most dissatisfaction, although trainers did adjust to observers much better by the end of training. Trainer indicated that:

> "The observers, might have bothered the parents - sometimes there seemed to be more observers than parents."
>
> "Not a problem, but observers could participate more."
>
> "A bit nerve racking initally, but as they participated and became involved, the situation improved and it was more comfortable."

In a more positive light, some trainers indicated that it was, "a good way for others to get a taste of the program and learn from other's mistakes." One Manhattan trainer said, "Would have liked ongoing feedback from observers." (This latter techinque was employed more during the spring cycle whenever any trainers acted as observers.)

6. Print materials given to parents - All trainers felt that this part of the program was potentially very important for parents. It "Allows participation without note taking" and, "Helped to reinforce activities and gave information." On the other hand a few trainers felt that the materials may have been too difficult for some parents and needed review during the workshop time.

7. "Giving testimony" - This referred to the parents' final comments at the end of each workshop. The phrase itself was actually found to be inappropriate by some members of the Manhattan group (i.e., they said that the concept of giving testimony is part of a religious activity and ought not be used in a secular activity.) However, the concept itself was supported. ("Brings closure to the session and provides some instant feedback."). In the spring cycle, this part of the program was called simply "giving reactions."

d) Most important aspect of the program for becoming on effective trainer - Essentialy all aspects of the program were mentioned by some trainers as most important for becoming on effective trainer. The most frequently cited aspect however, was "the planning sessions" or "training seminars " with emphasis on the role modeling techniques. Exposure to resource people and the small group workshop were also singled out by more than one trainer.

e) Least effective program aspects in developing skills of trainers - The most troubling factor in both districts seemed to be "too much time pressure." In Queens several trainers would have liked more specific or concrete information to bring back to parents and more instruction on how to run a group. In Manhattan, there was more emphasis on having increased opportunity to run a group alone. Most trainers, however, did not list any negative comments and either left this section blank or else offered praise, such as "All components of the program were excellent."

f) Outside use of career education exercises/activities - Trainers indicated that among those who had used the career education exercises and activities outside of the training seminars or workshops (65 percent out of the trainers from both districts combined), 46 percent had practiced at home with their children or other relatives. Another 18 percent had done the exercises with their classroom students. The rest of the trainers had carried out similar workshops with the particular parents or students with whom they regularly came in contact. For example, the director of a mental health clinic used the techniques with clients in his agency and a guidance counselor used career education concepts in her regular parent workshops. One trainer developed an interest inventory for use with students at a remedial reading center and another presented parts of a values exercise at a Community School District meeting.

g) Preliminary plans for the future - At the close of the fall training sessions 76 percent of the trainers from both districts combined had some tentative plans in mind for using their career education knowledge during the spring semester. Most of the plans involved the incorporation of some activity into existing professional commitments. For example, trainers said, "I plan to integrate this with my IEP conferences,"

"I plan to use this information for career education infusion into the curriculum and materials of classroom teachers - including videotaping and interviewing by students and provision of workshops for parents."

"I intend to use the metroguide system* and try to incorporate career awareness into my curriculum."

For others, plans included an expansion of existing commitments. For example, one trainer who was a teacher planned to "set up a satellite program and invite P.T.A. and colleagues to participate in a career fair." Similarly, another teacher planned to conduct workshops at a faculty conference using the project activities and exercises. One trainer who was a parent indicated that she was trying to establish a special needs program for the Special Education P.T.A. at her local high school.

Spring Cycle: Post Survey: This survey was largely open-ended and attempted to evaluate the impact of the training seminars, observation periods, and workhops on training seminars, observation periods, and workshop on trainers' conceptions of themselves as groups leaders, and their relationship with parents, students, colleagues, and other organizations. In general it was intended to evaluate the effectiveness of training as it impacted on the immediate workshop sessions with parents and as it might continue to have an impact after training ended. The following results were obtained from this survey:

a) Learn about yourself - Both the Oueens and Manhattan trainers tended to focus on deficits in two basic counseling techniques - listening and being non-directive. Trainers seemed to be aware that their tendency to talk too much in the workshop inhibited group participation and were working, therefore, on trying to control themselves. For example, trainers said,

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*The Metroguide System is a computerized career guidance service provided by the Referral and Placement unit of the New York City Board of Education.

> "I have to try harder to avoid answering all questions and allow the group to interact."
>
> "It is necessary to listen and not dominate the group,"
>
> "I must talk less and phrase my questions in a way that will motivate parents to participate."
>
> "I would learn a lot from people if I'd just stop talking and listen patiently. Also, I learned that what I say can have a great influence over people's opinions."

b) Conception of parents of special education students - There were three major categories of response to this question. First, there were comments reflecting the realization that parents of special education children are not knowledgeable about their rights or about the resources available to them. For instance one trainer said, "The program provided me with an increased awareness of the lack of information that special education parents have regarding the education of their children." Conversely, other trainers were impressed by the concern of these parents for their children." For example, another trainer (without special education experience) observed, "Before participating in this program I felt that parents of special education children were apathetic vis-a-vis their children's future. Both the quantity and quality of questions brought by all these parents to the workshops had a tremendous impact on my perception of them." A third category of responding alluded to the commonality of parental concerns whether children are in regular or special education. For example, one trainer said, "I realized that the problems of these parents are varied, much like those of any parents."

c) Effect of trainer-observation periods - All trainers in the spring cycle indicated that they had benefited from their observations of other trainers during the fall cycle.

> "I learned increasingly to speak as little as possible, to ask questions at crucial moments, and to let participants come to their own conclusions."

> "As an observer, I was able to watch the parents' interactions and see how they functioned in a group. I was able to think of how I would do things differently when I took over the role of leader."

> "It helped me become a more effective leader. Some of the weaknesses I observed were things I would have done myself."

d) Others with whom you tried workshop activities - Not all the trainers had tried the workshop activities in a new setting. However, among those who did, most indicated that they had tried the exercises with their own families, students, and/or parents with whom they usually came in contact. Participants included children as young as pre-kindergarten age and most seemed to respond positively to the opportunity to explore career interests. One resource room teacher indicated that "the more mature students seemed to enjoy the opportunity to express their hopes, dreams, and ideas on the topic."

e) Change in individual or group contacts with parents and students - Both the Queens and Manhattan trainers indicated that there was some change in their contacts with parents and students as a result of the program. However, the nature of the change differed somewhat between districts. The Queens trainers, in general, became more adept at acting as referral agents for parents who requested further help. As one trainer put it, "I have a great many more resources and resource people to refer parents to." In Manhattan, where trainers seemed to be much more actively involved in community projects and in acting as advocates for students and parents, the change was more in the direction of expanding workshop goals. For example, one trainer, indicated that, "I've had individual contacts with some parents and their youngsters. They've expressed ideas on other topics they would like more information on. We discussed the possibilities of future training around these topics: IEP, Understanding the Learning Disabled Child, and How the Brain Works." This group also indicated that the change in contact was largely due to increased knowledge on the part of the parents, whereas the Oueens group seemed to respond more in terms of their own development as career educators. For example, one Manhattan trainer observed that "when I met them (the parents) before, we only talked about the community needs. Since the start of the program, we talk more about their children." Also, "their questions and reactions are definitely more on target as far as what they expect for their children." In contrast, a Oueens trainers said, "I have had discussions with students stimulated by this program and plan to expand this as part of a career education program with my students."

f) Changes carried out or planned by parents involving school affairs or career development - Several parents in both groups had been sufficiently effected by the program to take active steps toward realizing the program goals. Among these were "two parents (who) will be expanding their involvement at the school level through the PTA and volunteering. One parent has expressed a wish to join a district advisory council that will include special education." Other trainers reported,

> "A parent said, 'I think I will consider more schooling for me. Before this workshop, I thought I was too old.'"

> "We have a parent who is receiving an orientation to become president of the PTA of her school."

> "A group of mothers is taking initiative to revive the PTA in our school."

In summary, one trainer said,

> "Parents felt more optimistic about trying new jobs or going back to school. One parent was interested in the Cornell leadership training group."

Others enrolled in English as a Second Language or General Equivalency Diploma classes.

g) Trainer organizational outcomes and changes in affiliations with outside agencies - For the most part, the effect of the program on organizational outcomes and agency affiliations is largely in the planning stages in both districts. Their plans, however, are rather extensive and include contacting the school administrations to get their support for continuing workshp activities and/or career fairs, spreading the information gained from the program to other staff members, expanding career education programs for students, obtaining employment opportunities through local businesses, recruitment of community agencies to present information to new groups of parents, and to arrange field visits. A few changes have already taken place and these include,

> "Students have volunteered to speak before special education organizations in our district."
>
> "I have given the information I received week by week to my colleagues."
>
> "I have spoken with my director and coordinator and we plan to do two prekindergarten workshop this year. They have given me the o.k. to do an all day workshop in the fall."

h) Program effectiveness - Responses to this section were divided into eight sections.

1. Training seminars - In general the training seminars were judged effective. However, the Queens trainers in particular pointed out that the time was too short to cover all the material and that some of the debriefing sessions did not seem to involve full trainer participation. One trainer suggested that a wider range of group leadership techniques would have been desireable. These particular complaints seem to reflect a certain amount of personal insecurity among a few of the less experienced trainers and may require more intensive instruction in group process techniques which are beyond the scope of this project. A Manhattan trainer indicated that it would be helpful to have trainers who are at all levels within the district (i.e., paraprofessionals, supervisors, etc.). To the extent that this is possible, it might alleviate some of the anxieties of trainers with little group experience.
2. Presentations by resource people - Both districts found the presentations by resource people to be extremely effective. One trainer in Queens

even said, "the presentations were excellent, the entire time should have been given to them." In Manhattan, a few trainers alluded not only to the information provided but also to the "optimism" and "hope" that the speakers brought to the parents.

3. Small group activities - All responses to the effectiveness of the small group activities were positive, indicating in general that this part of the workshop provided the intimacy and comfort in which parents could communicate their fears, hopes and anxieties to one another. The only criticism of this component of the program was again that more time was needed and that the small groups should be held in separate rooms. Unfortunately, the meeting places did not always have ideal acoustical conditions.

4. Use of paired co-trainers - This aspect of the program was completely supported by all trainers. Typical comments were, "More effective and easier to do then leading alone," "Good technique because it gave parents a chance to hear the views of two people," and "I like the idea of working cooperatively with my colleagues. It gave me emotional support."

5. Participation as trainer-observer - As indicated earlier, this aspect of the program was regarded positively by spring trainers, although fall trainers were slightly negative or neutral about the presence of observers. In general the spring trainers increased their confidence and effectiveness through observation. As one trainer indicated, "Effective because it provides the trainer with a 'safe' observation point from which to gain experience before being on the spot."

6. Conducting small groups in Spanish - This aspect was well received in both districts. Although other languages might also be helpful, as one

Oueens trainer pointed out, the majority of non-English speaking parents seemed to be Spanish speaking in the participating districts. In general, trainers' responses could be summarized by this statement, "Many Hispanic parents are reluctant to attend because they feel they won't really understand an Engligh session. By having a Spanish session it generates participation."

7. Print materials given to parents - The concensus was that the print materials were helpful partly as a source of information, but also as a "security blanket," i.e., to have something tangible to take home at the end of a session. Only one trainer indicated that perhaps the language in the material was too difficult for the parents. Whenever possible, however, materials were distributed in both English and Spanish.

8. Giving reactions at the end of each session - Previously referred to as "giving testimony," (modified after the response of fall trainers) this portion of the program was largely supported as a means of sharing ideas and providing mutual feedback. It was pointed out, however, that for some parents this kind of public response in a large group might have been difficult, particularly if the response was a negative one, and that such a technique might be best left to the small group activities.

i) Most important aspect of the program for becoming an effective trainer -While all aspects of the program were mentioned, the information obtained and the opportunity to conduct small group sessions were singled out most frequently by trainers as the most important aspects of their training.

j) Least effective program aspects in developing skills of trainers - Only a few trainers responded to this section of the evaluation (most felt there were no ineffective aspects) and responses appeared to be unique. They included, "I wasn't given enough opportunity to lead a group."

"Too many sessions were devoted to the 'Picture Sort.'"

"Would have liked to work with permanent group of parents."

"There was not enough time."

"Writing up obserations."

Fall Cycle: Post-Post Survey. This survey was completed by fall trainers after carrying out their independent workshops during the spring semester. These evaluations give some flavor of the experience of these trainers. More detailed discussion of their projects can be found in the ____________ section of this report. Both Manhattan and Oueens trainers engaged in a variety of projects including the organization of career fairs, extension of workshop format to new groups of parents, and involvement of students in career education activities based on the project's materials. In addition, a number of trainers from Manhattan were able to incorporate their training experience from this project into already existing programs with which they were involved. For example, one trainer, a teacher, added a parents' career awareness component to her summer camp recruitment program. Another, a COH supervisor, incorporated career development concepts into an overall program for developing parent representatives and leaders.

There were two major differences between the Oueens and Manhattan trainer groups in the way which they carried out their independent projects. First, the Manhattan group was able to draw together a larger group of trainers to work on a single but very comprehensive career fair. This was probably a function of that community's activist orientation and also a function of the fact that professionals at various levels were involved (i.e., supervisors, teachers, guidance personnel). The other major difference between the groups was that although diligent in their efforts, the Queens group required more support from the CUNY staff for their projects and did not seem confident in their own abilities to carry on independently.

This again was probably a function of the heavy concentration of teachers rather than supervisory or ancillary staff in this group.

The following is a summary of trainers' perceptions of program impact following the completion of their independent projects:

a) Change in individual or group contacts with parents and students - Responses from both districts indicated that trainers experienced an increase in parent contact and that the contact focused on career educaton issues. For example, one trainer indicated that, "Contact has been on a somewhat different level. I have presented career information to students and also have been a given of relevant information to parents." One trainer from Manhattan reported that she had been asked to speak about parent networking in order to facilitate the development of a baby sitting arrangement whereby parents would take turns watching one anothers' children in the evening so that they could go to meetings and school functions.

b) Attempts parents have made to meet together on their own - To date only the parents who attended a Queens workshop have made any effort to meet on their own. After a series of workshops, these parents exchanged telephone numbers and expressed a commitment to continue as a group in the fall.

c) Changes carried out or planned by parents involving school affairs or career development - Overall the Manhattan group indicated more specific active changes in those areas than did the Queens group. In Manhattan, parents have sought out and obtained assistance from tutoring services and are planning to take their children on visits to several agencies in order to motivate them in career planning. In addition, some parents have become noticeably more active in contacting teachers and administrators in their children's schools. One parent has already begun attending school in her own behalf in order to pursue a business career and another has expressed a similar interest in continuing her education. In the

Queens district, although no parents have actively engaged in career change activities as yet, there was some discussion of enrolling in an avertiveness training course at Queens College and two other parents are considering job changes. No changes in parent behavior involving school affairs or planning for their own children's education was noted. Again, though, these trainers were not administrators and, as teachers, indicated that their programs had more impact on students as indicated below.

d) Changes in students' attitudes and behavior - Queens trainers indicated that students were "becoming more aware of the ties between their education and future career plans" and that students were now "making appointments with counselors to discuss career plans and problems." In addition the students were observed to be "more responsible and goal oriented in their school work and projects." The Manhattan group's responses, while indicating some change in student attitudes, seemed to be vaguer and narrower in scope. For example, one trainer commented that, "students seem to have a more positive attitude and self image," while another noted that a mother of one child "indicated that her son has displayed greater responsibility both at home and on his part-time delivery boy job."

e) Groups trained other than parents - One Queens trainer indicated that she had done the picture sort activity with 13-16 year old learning disabled students and that they were "very interested in finding out that there were similarities in the jobs they picked and that these similarities reflected their interests."

f) Plans for forming and training career activity groups in the future - Most trainers expressed some interest in continuing to carry on workshop activities independently in the future. Many of these responses were specific and realistic in their aims. For example, some responses were,

> "I will conduct a workshop on Staff Development Day, September 5, for special education teachers."

> "I will conduct several workshops in June dealing with stress in parents in order to free them for meaningful relationships with their children in terms of career planning."
>
> "I will continue and expand a workshop series for parents based on feedback from workshops already conducted."

g) Trainer organizational outcomes and changes in affiliations with outside agencies - In both districts there has been an increase in careeer education and advocacy activities for special education students and/or parents. For example, one trainer reported, "Films, film-strips and career oriented materials have been ordered and used with students. These students are involved in a more tangible way in career planning after seeing films and participating in the activities provided in these materials." Another trainer indicated that as a school board member, she is participating in "setting up speakers to visit the school assemblies and run workshops for next year." There has also been movement in involving other colleagues in career education activities. In Queens other staff members have been invited to workshops and in Manhattan, the career fair group in particular had a great deal of opportunity to involve other teachers and students, both from regular and special education. In addition, the projecs of both districts have brought trainers into contact with numerous outside agencies, such as child advocacy groups and city or state agencies.

h) Assessment of performance as organizer and group leader - In general, trainers expressed a feeling of increased confidence in their own group leadership skills following the completion of their independent projects. Typically stated, "I began to feel more comfortable as I saw that I actually could do this. The positive responses of parents built up my feelings of success and effectiveness. Now I feel that I could pull this off anytime and look forward to doing it."

i) In what way were the training seminars helpful - Responses indicated that trainers benefited from the materials used in training activities, the knowledge gained of community resources, and the skills developed in group leadership techniques.

j) In what way were you unprepared - Here the difference between districts was most apparent. As noted earlier, the Queens group seemed to need much more support than the Manhattan one. The representative comment made by Manhattan trainers was, "No problems." Several members of the Oueens group, however, complained of a lack of support from project leaders. Their attidude is expressed by a trainer who said, "We had to work out a lot of the details ourselves and could have used more bridging support between the end of the fall training and starting up by ourselves." The problem here seems to be less one of project weakness, but more one of trainer expectations. More care will have to be taken in the future in clarifying the nature of independent activities for the fall trainers and perhaps also in providing individual adaptations of requirements for those trainers who do not have the confidence to work on their own. As one competent though inexperienced trainer who was a teacher suggested, "The CUNY staff could have given more support to our cries for help and our insecurities. I felt left to do much of this on my own." On the other hand, this feeling was not present in all Oueens trainers. Even some who lacked confidence, felt that the project staff had been extremely helpful and supportive. In particular one trainer, an educational evaluator, indicated that her "confidence was improved by the knowledge and support of the project laison from the Board of Education.

k) What additional support would you have liked - Beyond the guidance of CUNY staff, trainers indicated that they would have liked more support from their school administrators and from the special education department itself.

Imapact on Parents. A total of 216 parents and other relatives or friends of special education students attended one or more parent workshop sessions. Tables 7-9 contain information obtained from parents about their family size, how much of a problem their special education children present compared to their other children, and their perception of their children's disabilities.

Table 7

Number of Other Children Under 18 Years of Age Living at Home
(Percent of Parents in Each Category)

	0	1	2	3	4	5 or more
M-Cycle I	34	25	8	17	8	8
M-Cycle II	0	27	18	46	9	0
Q-Cycle I	18	18	18	46	0	0
Q-Cycle II	0	24	35	35	0	6

Table 8

Percentage of Parents Indicating How Much of a Problem Special
Education Child Presents Compared to Other Children

	Much More	Same	Less
M-Cycle I	55	36	9
M-Cycle II	20	10	70
Q-Cycel I	75	25	0
Q-Cycle II	42	50	8

Table 9

Parents' Identification of Special Education Child's Disability
(Percent of Parents in Each Category)

	M-Cycle I	M-Cycle II	O-Cycle I	O-Cycle II
Slow Learner (Learning Disabled)	70	0	29	15
Reading & Math (Resource Room)	10	31	14	30
Emotional/Behavioral (Self Control, Hyperactive)	0	15	29	20
Mentally Retarded	0	0	0	15
None indicated	20	46	0	20
Other	0	8	29	0

As these tables indicate, most of the parents attending the workshop had between one and three other children living at home. The extent to which their special education children presented a problem for them compared to other children varied by district. Apparently the fall cycle districts, and particularly the Oueens group, found their special education children to be much more of a problem at home. It was observed, however that this group also indicated the presence of more physical disabilities, such as "eyesight" and "cerebral palsy." This may have affected their perception of how problematic their special education children were. In contrast, the M-Cycle II parents found their special education children to be less of a problem than their other children. Perhaps the cultural differences among communities affected the parents' ability to cope with the needs their children or perhaps these parents simply did not perceive their children as in need of special education. The latter is likely to be the case since it was observed that 46 percent of the M-cycle II group did not indicate knowledge of any particular disability in their children and nine percent listed an erroneous category such as "IEP."

In general, all participants had an extremely positive opinion of the workshops, which included both the presentations by resource people and small group activities. The main complaint of parents was that there was not enough time per session to cover all the topics they would have liked to discuss. As a result of this project, three parents went on for additional training as COH parent respresentatives and now two of them are serving on the COH Review Board in District 5 in Manhattan. Additionally four parents (as well as four trainers) have gone on to attend the leadership training seminars at Cornell University. Also of interest is the fact that two of the trainers, who are also the parents of special education youngsters, are in the process of furthering their own education. One is obtaining her GED (General Equivalency Diploma) as a result of her own experience in the workshops and the other has enrolled in college and hopes to become a social worker.

The Pre and Post Surveys as well as the End-of-Session Ratings by parents reflected similar positive effects of training and will be discussed in detail in the following pages.

Pre and Post Surveys. Parents were assessed on the extent of their knowledge, level of active engagement, and opinions regarding career development of their children. On post-surveys only, parents were also asked to rate the overall usefulness of the workhop activities and the extent of their participation in career development activities after training. In addition, on the post-survey, parents were asked a few open-ended questions to provide some addtional feedback on program effectiveness.

Knowledge Component

Table 10 contains the total percentages of correct responses to all questions measuring parents knowledge of career development concepts and the rights of children with special needs. The percentages are listed separately for each district and are compared between pre- and post surveys. As the table shows, three districts made 10 to 20 percent overall gains in the knowledge component. In particular three districts achieved 100 percent accuracy on one item, namely the one that had to do with knowledge of organizations that offer special job training for children with disabilities. The fall cycle districts also achieved 100 percent accuracy on an item that had to do with knowledge of ways in which parents can act as advocates for their own children within the school. All groups showed considerable gains in knowledge of organizations that exist for children with special needs and except for the Queens spring cycle group, all also increased their knowledge of the laws regarding provision of special programs for children with special needs.

Table 10

Percentage of Parents with Accurate Knowledge of Career Development Concepts and Special Education Rights

Item	M-Cycle I		M-Cycle II		Q-Cycle I		Q-Cycle II	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Law and special programs	55	90	92	100	45	86	80	64
Evaluation of children with special needs	83	100	69	80	73	86	78	46
Organizations that offer job training	58	100	76	100	73	100	75	93
Changing child's program	82	100	8	14	73	100	20	29
Effect of disability on career preparation	58	70	92	57	91	100	61	77
Discrimination on basis of handicap	75	60	33	57	73	100	74	79
Organizations for children with special needs	25	70	62	82	55	100	41	79
Rights of employer to ask about disability	92	100	15	33	91	86	28	8
High school programs	58	60	31	29	46	43	32	29
Overall Knowledge Percentage	65	83	53	61	69	89	55	56

Engaging Career Development Activities (Pre-Post-Survey). Table 11 contains the percentages of parents who engaged in career development activities with and for their special education youngsters on a pre-post test basis. A four-point rating scale was used in which parents had to indicate how often they engaged in particular activities. Percentages are listed separately for each district and represent a summation for all listed activities.

The table shows that most groups seemed to show an overall increase in the percentage of parents engaging often in career development activities from pre and post tests. Although not included in the table, all districts seemed to show a marked increase in the frequency with which they tried to learn about the rights of their special education children and about the different programs in the high schools that would be best for their youngsters. (See Apendix for specific items included in this part of the Parent Pre- and Post-Surveys.)

Table 11

Percentages of the Levels of Frequency with Which Parents Engage in Career Development Activities

	Pre-Survey				Post-Survey			
	Often	Sometimes	Not Often	Plan To	Often	Sometimes	Not Often	Plan To
M-Cycle I	29	31	15	25	48	17	5	30
M-Cycle II	52	28	2	18	54	12	8	26
O-Cycle I	21	33	24	22	46	26	12	16
Q-Cycle II	48	19	9	24	44	15	17	24

Opinion Survey. Parents were asked whether they agreed or disagreed with a series of items related to special education children and the selection of career options. Tables 12 and 13 contain the percentage of parents whose opinions were consistent with the values and objectives of the program expressed both before and after participation in the workshops. For the purpose of clarity of analysis, all items in the tables are stated so that agreement is always the appropriate response. However, in the parent questionnaires disagreement with a statement might actually have been the response of choice. For example, the statement, "Once a child decides on a career she or he should stick to it," should have been rated "disagree." For the table, the item is restated as, "Once a child decides on a career she or he does not have to stick to it."

In addition, the content of fall and spring surveys were not exactly the same and so will be listed separately.

Table 12

Percentage of Parents in Agreement with Career Selection Statement (Fall Cycle)

	M-Cycle I		O-Cycle I	
	Pre	Post	Pre	Post
By the time a child is in high school parents can still do much to help.	84	80	73	71
It is the school's responsibility to help my child plan a career .	75	50	78	43
Because of his/her disability my child needs special help from the school.	84	100	90	86
Once a child decides on a career he/she does not have to stick to it.	42	50	64	57
It's best for a child to go on a job interview alone.	90	60	90	100
Friends and family are the best source for finding a job.	46	90	27	29
It's hard to get your own child to talk about how she or he is doing in school.	33	60	36	42
What a person likes should be considered in the career he or she chooses.	84	100	91	100
In spite of my child's special problems there are many careers open to him or her.	67	70	40	43
Children should not decide on a career by themselves.	50	60	18	58
Mean Agreement Score	66	72	61	63

Table 13

Percentage of Parents in Agreement With Career Selection Statements
(Spring Cycle)

	M-Cycle II		O-Cycle II	
	Pre	Post	Pre	Post
By the time a child is in high school parents can still do much to help him/her.	62	50	79	92
It is the school's responsibility to help my child plan a career	54	50	35	55
Because of his or her disability my child needs special help from the school.	85	100	88	60
Once a child decides on a career he/she does not have to stick to it.	54	17	58	62
It's best for a child to go on a job interview alone.	77	86	75	69
A high school diploma does not insure that my special education child will get a job.	62	43	53	69
Friends and family are the best source for finding a job.	69	43	53	69
It's hard to get your child to talk about how she or he is doing in school.	25	50	50	42
What a person likes should be considered in the career she/he chooses.	75	67	95	85
In spite of my child's special problems, there are many careers open to him or her.	62	71	86	75
Children should not decide on a career by themselves.	46	14	37	54
Mean Agreement Score	61	54	66	67

As shown in Table 12, the extent to which parents changed their opinions after participating in the workshop differed somewhat between school districts. Overall, the Manhattan Fall group tended to be more influenced in a positive direction by program attendance while the Oueens group did not show any overall change. In some content areas, however, both groups seemed to alter or maintain their opinions in the same way. For example, both groups changed their opinions about whether the school should be responsible for helping their children plan a career. Interestingly, after program attendance, fewer parents felt that the schools had to be responsible in this area, although the project staff tried to stress that this was one of the areas in which the schools could be held responsible. It is suggested, however, that the participants were more impressed by the program's emphasis on parents acting as advocates and career educators of their own children and had increased their knowledge of other agencies that could help their children. Consequently, they may have over-reacted and decided that the school's role was less important in career planning. Also the Queens group's opinion about whether children should decide on a career by themsleves became more like that of the Manhattan group's after training (i.e., children should not decide alone).

Other items elicted different responses for each school district. For example, at the end of the program, the Manhattan group changed their opinions and agreed that friends and family were the best source for finding a job. The Queens group, however, stuck to their original point of view that these were not the best sources. Conversely, the Queens group completely agreed, after training, that it is best for a child to go on a job interview alone, but the Manhattan group changed their minds and disagreed with this concept even though project staff agreed with it. Again perhaps this was caused by parents taking their role as advocates very seriously and applying it to situations across the board. Finally, after training, more members of the Manhattan group acknowledged that it was difficult to get their own children to talk about how they were doing in school, while the Queens group denied having this problem. This may mean that the Manhattan group, as a result of training, may have tried communicating with their children on a different level and so were finding it harder to get their children to speak with them.

Table 13 shows that the Spring Queens group was initally somewhat more in agreement with the items presented than was the Manhattan group. For example, more Queens parents believed that they could help their children when they reached high school age, understood that a high school diploma did not ensure employment, and had a more optimistic outlook toward career possibilities in their handicapped child's future. These initial differences may have been due to cultural factors, particularly since the Manhattan group spoke mostly Spanish and had not been in the country very long. Therefore, they were probably less well informed and more removed from school and community resources available to them as special education parents. In addition, the Manhattan group showed a slight decrease in the extent to which they tended to agree with the point of view conveyed by the project trainers and leaders. This may have been a function of communication difficulties caused by the need for simultaneous translations and consequently a failure to convey more subtle attitudes and opinions. It may also reflect cultural differences in that certain attitudes such as whether children should make career decisions alone, are culturaly determined and less amenable to change over a short period of time. Most likely, however, as pointed out by several trainers, was that the Hispanic parents had more difficulty in accurately reflecting their attitudes on the particular type of questionnaire that was used since the form was unfamiliar to them.

Rating of Workshop Activities (Post Survey). Tables 14 and 15 contain the mean parent ratings, on a scale of 3 (very useful) to 1 (not vey useful) of the activities engaged in during the workshop sessions. Separate tables are used for fall and spring cycles because the parent questionnaires differ slightly for each cycle.

Table 14

Mean Ratings of Workshop Activities (Fall Cycle)

	M-Cycle I	O-Cycle I
Talking to people from high schools	2.8	2.8
Talking to people from other organizations	2.8	3.0
Talking with other parents	3.0	2.5
Things we got to read	2.8	3.0
Meeting in large group	2.7	2.7
Talking in the small group	3.0	2.8
Asking questions	2.7	3.0

Table 15

Mean Ratings of Workshop Activities (Spring Cycle)

	M-Cyle II	O-Cycle II
Getting information from speakers	3.0	2.9
Getting information about career training for myself	3.0	2.8
Things to read	2.9	2.9
Asking questions	3.0	2.7
Listening to other parents	2.9	2.6
Talking with other parents in small group	2.8	2.6
Practicing career planning activities in small group	2.7	2.5

As indicated in the tables, for the fall cycle parents, there were some differences between districts. Although overall both Queens and Manhattan groups found the sessions mostly very useful, the Q-Cycle I group most appreciated talking to people from other organizations, asking questions, and obtaining the reading material that was distributed. In contrast the M-Cycle I group felt that they benefitted most from talking with other parents and participating in the small group activities. Similar results were obtained for the spring cycle.

Tables 16 and 17 contain the percentage of parents for fall and spring cycles respectively, who experienced some positive impact from the program in directions reflecting the stated goals of the program, i.e., increased capacity to act as a career educator and advocate for one's own child. Again because questionnaires differed somewhat for each cycle, the groups are treated separately.

Table 16

Percentage of Parents Engaged in Positive Activities Involving Their Role As Advocates and Career Educators (Fall Cycle)

	M-Cycle I	Q-Cycle I
Recommend program to another parent	100	100
There are people and organizations to help my child find a job	100	100
I tried activities with my child	100	100
I contacted organizations	30	10
I agree with what school says is my child's disablity	70	50

Table 17

Percentage of Parents Engaged in Positive Activities Involving their Role as Advocates and Career Educators (Spring Cycle)

	M-Cycle II	O-Cycle II
Recommend program to another parent	100	100
There are people and organizations to help my child find a job	100	100
I tried activities with my child	86	75
I contacted organizations	83	33
I agree with what school says is my child's disability	100	50
I am more familar with high school special education programs	100	92
I have better idea of requirements to get high school diploma	100	83
I know more about what careers my chld is interested in	100	83
I am better able to help my child decide on a career	100	100
I know more about kinds of jobs that are right for my child	100	100
I have been thinking about changing careers for myself	29	75
I am currently working outside my home	43	60
I am currently a student	43	27
I am active in one or more community organizations	71	85

As indicated in the tables, the fall cycle parents were not yet very active in contacting organizations to help their children and many did not agree with the school's assessment of their child's disability. Nevertheless, all said that they would recommend this program to another parent, that they felt there were organizations that could help their children find jobs, and that they had tried out the workshop activities with their own children.

In the spring cycle, the Manhattan parents seemed particularly active in acting as advocates for their children. The Queens group, while also active, was more like the fall cycle groups in that they had not contacted many outside organizations as a result of the program. The Queens spring group, however, appeared to be more concerned with their own career development as compared to the Manhattan group.

Open-ended Questions (Post-Survey). On the post-survey only, parents were asked to indicate specifically what they learned about their children through the program and what kind of work they thought their children could do. At the end of the spring cycle, parents were also asked if they wanted to continue the meetings and what else they would like to learn. Among the responses, the following were representative comments:

What they learned about their own children

"My child will go to high school and also college if he wishes. He will be able to find a job and be an independent adult in spite of his handicap."

"My child can get a job even with his disability. He feels shy about going on interviews by himself."

"My child has an idea of what she would like to do."

"There are some job interests my child has that I never knew before."

"It is never too early to plan for a career."

"My child has his own mind and wants to think for himself."

"My child can get help."

What kind of work their children can do

"Child care."

"Mailroom."

"Something with his hands - repairing, rebuilding things."

"Anything he wants to work for."

"Sewing."

"Candy striper."

"Clerical, machine operator, nursing aide."

"Computers - programmer or word processing."

Want to continue (Spring cycle only)

YES	NO
100 percent	0 percent

What else they would like them to learn (Spring cycle only). Among the comments made were the following: "How to handle a highly emotional child." "More about disabled children." "More about the clinicians that specialize in treating those with learning disabilities." "Something for the younger children." As these comments suggest parents of special education children on a junior high school level may have a difficult time thinking about their child in terms of career potential. Rather, they still need to come to terms with what it means to have a learning disabled or emotionally disturbed child and perhaps could benefit from subsequent or prior orientation on being special education parents.

End-of-Session Evaluations. End-of-session evaluations were completed for three workshops by each group (the first and last workshops were used for completing pre- and post-survey instruments). In general, the parents responded very favorably to the project. The reactions to each workshop session are considered separately within each district.

Overall Impressions. Tables 18 to 21 contain the mean overall ratings of the value or worthwhileness of the meetings. The scale had 3 points going from 3 (very good) to 2 somewhat good) to 1 (not very good).

Table 18

Mean Value of Workshop Session as Rated by M-Cycle I Parents

	Session 2	Session 3	Session 4	Mean
Worthwhileness	2.94	3.00	2.77	2.90
Interest	2.81	2.92	2.88	2.87
Value of Speakers	2.88	2.92	2.88	2.89
Useful Ideas to try at home	2.44	2.50	2.13	2.36
Length of Meeting	2.75	2.66	2.56	2.66
Mean Rating	2.76	2.80	2.64	2.73

Note: In addition, 94 percent of the respondents at Session 2 indicated that they would recommend the meeting to a friend; 100 percent at Session 3; and 100 percent at Session 4.

Table 19

Mean Value of Workshop Sessions as Rated by M-Cycle II Parents

	Session 2	Session 3	Session 4	Mean
Worthwhileness	3.00	3.00	3.00	3.00
Interest	3.00	3.00	3.00	3.00
Value of Speakers	3.00	3.00	3.00	3.00
Useful Ideas to try at home	2.83	3.00	3.00	2.94
Length of Meeting	2.83	2.86	3.00	2.90
Mean Rating	2.93	2.97	3.00	2.97

Note: In addition, all respondents at Sessions 2 and 3 indicated that they would recommend the meeting to a friend.

Table 20

Mean Value of Workshop Sessions as Rated by Q-Cycle I Parents

	Session 2	Sesssion 3	Session 4	Mean
Worthwhileness	2.91	2.67	2.60	2.73
Interest	3.00	2.92	2.80	2.91
Value of Speakers	3.00	2.75	2.60	2.78
Useful ideas to try at home	2.00	2.42	2.20	2.21
Length of Meeting	2.71	2.58	3.00	2.76
Mean Rating	2.72	2.67	2.64	2.68

Note: In addition, all respondents at Sessions 2, 3, and 4, indicated that they would recommend the meeting to a friend.

Table 21

Mean Value of Workshop Sessions as Rated by Q-Cycle II Parents

	Session 2	Session 3	Session 4	Mean
Worthwhileness	2.93	3.00	2.85	2.93
Interest	3.00	2.91	2.93	2.95
Value of Speakers	3.00	2.91	2.79	2.90
Useful ideas to use at home	2.64	2.54	2.62	2.60
Length of Meeting	2.57	2.80	2.79	2.82
Mean Rating	2.83	2.83	2.80	2.82

Note: In addition, all parents who responded, at Sessions 2 and 3, indicated that they would recommended the meeting to a friend.

The contents of Table 18, 20 and 21 show that although parents overwhelmingly found the meetings to be worthwhile and interesting, they felt that they did not get that many ideas to take home and try out. This probably reflected the fact that at each workshop parents were given only one activity to try out at home after practicing it in the group. While the activities might have been very useful, only one activity was presented at each session. In addition, the slight dissatisfaction expressed about the length of the meeting (see table 18, 19, 21) indicates that parents liked what they got and wanted more of it. As one parent indicated, at Session 4 "As usual, the time was to short," and another noted at Session 2, "Time ran out too soon."

Ratings of Workshops Activities. Tables 22 and 23 contain the mean parent ratings, on a scale of 3 (very useful) to 1 (not very useful) of the activities engaged in during each workhop session. Separate tables are used for fall and spring cycles because the parent questionnaires differed slightly for each cycle.

Table 22

Mean Ratings of Workshop Activities (Fall Cycle)

	SESSION							
	M-Cycle I				O-Cycle I			
	2	3	4	Mean	2	3	4	Mean
Talking to people from high schools	2.93	2.83	2.74	2.83	2.88	2.91	1.75	2.51
Talking to people from other organizations	2.79	2.80	2.74	2.77	3.00	2.50	3.00	2.83
Talking with other parents	2.88	2.90	2.38	2.72	2.56	2.73	2.60	2.63
Things we got to read	3.00	2.91	2.57	2.83	2.89	2.50	2.25	2.55
Meeting in large groups	2.69	2.44	2.57	2.57	2.36	2.44	2.50	2.43
Talking in the small group	2.93	3.00	2.78	2.90	2.73	2.83	2.60	2.72
Asking questions	2.85	2.58	2.56	2.66	2.78	3.00	2.60	2.79
Overall Rating	2.87	2.78	2.62	2.76	2.74	2.70	2.47	2.64

Table 23

Mean Ratings of Workshop Activities (Spring Cycle)

	SESSION					
	M-Cycle II			Q-Cycle II		
	2	3	4	2	3	4
Getting information from speakers	3.00	3.00	2.90	3.00	2.90	2.79
Getting information about career training for myself	2.67	3.00	2.70	2.72	2.50	2.50
Things to read	2.83	2.86	2.90	2.72	2.64	2.71
Asking questions	2.83	2.86	2.80	2.83	2.89	2.79
Listening to other parents	3.00	2.86	2.80	2.72	2.91	2.69
Talking with other parents in small groups	2.83	2.86	2.90	2.69	3.00	2.64
Practicing career planning activities in small groups	3.00	3.00	2.90	3.00	2.70	2.50
Overall Rating	2.88	2.92	2.84	2.81	2.79	2.66

As can be seen from the tables, parents judged all the activities as a little to very useful. Only one item was rated not very useful at the fourth session by the Q-Cycle I group (i.e., talking to people from the high school). However, this probably was because the item did not apply to that particular session although it was included in the questionnaire for all sessions of the fall cycle. Also it can be observed that within each borough, the spring cycle was rated as more useful on individual items for each session than the fall cycle. It is suggested that three factors may account for the difference. First, some adaptations in the program based on the experience of the first cycle may have improved the quality of activities. For example, speakers were more thoroughly briefed before presentations and trainers were given more formal career education instruction at seminars. Second, the rating form itself was modified to reflect more accurately the actual goals and content of the program. Finally, it may have been that the observation period of spring trainers during the fall cycle facilitated their development as parent group leaders and so was reflected in parent ratings.

Rating of Information & Skills Component. Tables 24-27 contain the mean parent ratings, on a scale of 3 (learned a lot) to 1 (did not learn much) of skills and information conveyed at each workshop session.

Table 24

Mean Ratings of Things Learned About at Each Session (M-Cycle I)

	Session 2	Session 3	Session 4	Mean
What the schools do for students with special needs.	2.81	2.40	2.25	2.49
What other organizations can do	2.50	2.11	2.63	2.41
Where to get help for child and family problems	2.54	2.60	2.75	2.63
How to work with other parents	2.43	2.70	2.29	2.47
How to work with schools	2.62	2.55	2.38	2.52
How to work with other organizations	2.58	2.33	2.50	2.47
Things I can do at home re: career development	2.48	2.76	2.56	2.61
What jobs are available for my child	1.92	2.45	2.25	2.21
What training is needed for jobs	2.08	2.60	2.19	2.29
What business looks for in workers	1.92	2.30	2.00	2.07
Overall Rating	2.39	2.48	2.38	2.42

Table 25

Mean Ratings of Things Learned About at Each Session (M-Cycle II)

	Session 2	Session 3	Session 4	Mean
What the schools do for students with special needs	2.67	3.00	2.60	2.76
What other organizations can do	2.33	233	2.50	2.39
Where to get help for child and family problems	2.67	2.71	2.60	2.66
How to work with other parents	2.60	2.14	2.44	2.39
How to work with schools	2.50	2.71	2.50	2.57
How to work with other organizations	2.50	1.67	2.50	2.22
Things I can do at home re: career development	2.50	2.86	2.80	2.72
What jobs are available for my child	2.50	2.43	2.60	2.51
What training is needed for jobs	2.50	2.43	2.60	2.51
What business looks for in workers	1.50	1.83	2.00	1.78
Overall Rating	2.43	2.41	2.51	2.45

Table 26

Mean Ratings of Things Learned About at Each Session (O-Cycle I)

	Session 2	Session 3	Session 4	Mean
What the schools do for students with special needs	2.50	2.42	2.25	2.39
What other organizations can do	2.20	2.33	2.80	2.44
Where to get help for child and family problems	2.40	2.64	2.40	2.48
How to work with other parents	2.38	2.27	1.80	2.15
How to work with schools	2.78	2.55	2.40	2.58
How to work with other organizations	2.30	2.50	2.80	2.53
Things I can do at home re: career development	2.11	2.62	2.89	2.54
What jobs are available for my child	1.70	2.64	2.40	2.25
What training is needed for jobs	2.00	2.50	1.90	2.13
What business looks for in workers	1.50	2.10	2.25	1.95
Overall Rating	2.44	2.46	2.39	2.43

Table 27

Mean Ratings of Things Learned About at Each Session (Q-Cycle II)

	Session 2	Session 3	Session 4	Mean
What the schools do for students with special needs	2.86	2.63	2.67	2.70
What other organizations can do	2.50	2.29	2.75	2.51
Where to get help for child and family problems	2.77	2.63	2.91	2.77
How to work with other parents	2.36	2.67	2.60	2.54
How to work with schools	2.79	2.50	2.55	2.61
How to work with other organizations	2.57	2.67	2.75	2.66
Things I can do at home re: career development	2.57	2.63	2.50	2.57
What jobs are available for my child	2.71	2.22	1.67	2.20
What training is needed for jobs	2.64	1.88	2.36	2.30
What business looks for in workers	2.36	1.71	2.25	2.11
Overall Rating	2.61	2.38	2.50	2.33

As the tables show, most parents felt that they learned the most about where to get help for their children or family when they have problems, how to work with the schools to help their children, and about things to do at home to help their children learn about their interests and abilities regarding career development. Many other parents also felt that they had learned a lot about what the schools do for students with special needs. Almost all parents felt they had learned the least about what business looks for in workers.

Parent Perceptions of Trainer Effectiveness. During the spring cycle only, parents were asked to rate the effectiveness of the small group activities, largely as a function of trainer competence. Table 28 contains these ratings based on a 3-point scale (3=always, 2=sometimes, 1=never).

Table 28

Mean Parent Ratings of the Small Group Process and Activities (Spring Cycle only)

	SESSION							
	M-Cycle II				Q-Cycle II			
	2	3	4	Mean	2	3	4	Mean
Leader listened	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Leader gave everyone a chance to speak	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Leader understood parents concerns	3.00	3.00	3.00	3.00	3.00	2.93	2.92	2.95
Leader offered good suggestions	3.00	2.86	3.00	2.95	2.89	2.77	2.77	2.81
There was a good group feeling	3.00	2.86	3.00	2.95	2.90	2.79	2.77	2.82
I was comfortable speaking	3.00	3.00	3.00	3.00	2.91	2.79	2.85	2.85
I understood what the leader talked about	3.00	3.00	3.00	3.00	3.00	2.71	2.40	2.70
Overall Rating	3.00	2.96	3.00	2.99	2.96	2.86	2.82	2.88

As the table shows most parents felt that the trainers were almost always effective leaders in the small group activities. They seemed to be particularly pleased with leaders' ability to listen and give everyone a chance to speak. The Manhatttan group, however, judged the leaders more positively than the Queens group did. This tendency was probably due to the fact that some of the groups were led in Spanish in Manhattan and the higher ratings reflect the parents appreciation this adaptation.

Open-Ended Questions. Parents were asked to indicate those aspects of each workshop that they thought were best about each meeting, those aspects that could have been improved, and also to list any question or needs for additional information that they had. Among the responses were the following represenative comments:

Best about todays meeting

"I learned about rights that I did not know about."

"The emphasis on parents attending and meeting with the teachers."

"The speakers' willingness to answer your questions in spite of the time factor."

"The information that the speakers presented."

"Meeting people who have the same concerns."

"The speakers that had information on high school special education."

"Discussing something important to me and finding out what my daughter wants to do with the future suprised me."

"Talking about the I.E.P. and rights for parents and children."

"I learned a lot about other people with disabled children and got insight into special education."

"Finding out that it is legal for my child to stay in school until age 21 and to see that the school is doing more for parents with disabled children."

"Talking about my son with the group."

"The way a parent can help in choosing a career for their children."

"The small group session and discussing problems with other parents."

"I learned some of the places that I can get help for my child if I need it."

"I was made aware that I am imposing what career I want for my child on him."

"Looking through the job pictures and expressing why we would choose particular jobs."

Things that could have been improved about today's meeting

Although most parents indicated that everything was fine at the meeting, some typical comments included:

"The group was too small."

"The date - being the eve of Thanksgiving."

"I'll be late for supper."

"Although the speakers were excellent, the time they used up left a minimum for our (small group) meeting."

"Need to stay more on the subject."

"The meeting was held on Martin Luther King's birthday."

"There was not enough time."

"Time ran out too soon."

"As usual it was too short."

"There wasn't enough infomation."

Additional information desired and suggestions

"Need more information about the way people come to make important career choices."

"What about the kids who are not diploma bound?"

"What about the mentally retarded? They are part of special education."

"I would like to have heard about specific careers for students and how they can prepare for them."

"Have the program later, perhaps 5-7 p.m. or extend the time another half hour.

"Give more information about what schools can offer."

"Keep it going as long as possible."

"Keep up the good work."

"Services available in vocational training."

Although particular personal concerns are reflected in many of these comments, they also convey the generally positive response of parents to the program. Some parents seemed to favor the presentations by guest speakers, while others felt that the small group interactions were most beneficial. The major criticisms indicated that parents wanted more of what the program was offering, namely information and time to consider it.

Parents Closing Comments at Last Session. At the end of the last parent workshop session, tne parents were asked to give their reactions to their experience of the program as a whole. The following comments, coming from all districts, are representative of their responses:

> "Thank goodness for programs like this."
>
> "I learned so much from the trainers. When I came to this country, I dedicated myself to working with my children. I didn't know my rights. If the school said to go here or go there, I did it. Now I know my rights and about services and I can tell other parents about them. I felt very good to be in this group."
>
> "Before I came here I only knew the history of my son, but here I learned about the history of other children."
>
> "These meetings have done so much for me. I didn't know anything and now I know who to go to and where to go. I got so much information."
>
> "I liked the small groups. It was more comfortable to talk there. I have trouble talking in big groups."
>
> "I wasn't aware that there are so many organizations for learning disabled children."
>
> "I learned a lot about job training. I'm a little slow, but I read the material at home."
>
> "The meetings made me so much more aware. I'm going to help keep an eye on my son. I want to know his progress step by step. I'm willing to pull him out of school and give him training now if necessary."
>
> "My son is on the honor roll in his class. He's trying real hard. He likes to cook. He said he doesn't work, but he does. He does errands and sells papers and participates in church activities and helps the elderly."
>
> "More parents should benefit from this."

TRAINING PARENT-TRAINERS AS CAREER EDUCATORS

External Evaluation Report

Project Year One
1984-1985

Prepared by: Mildred K. Lee, Ed.D.

TRAINING PARENTS AS CAREER EDUCATORS

EVALUATION REPORT

I. INTRODUCTION

The purpose of this Evaluation Report is to provide external evaluative data concerning the Project titled "Training Parents As Career Educators." This Project, sponsored by the Center for Advanced Study in Education (CASE), Institute for Research and Development in Occupational Education, Graduate School and University Center of the City University of New York, was in operation during the School Year 1984-1985 with a staff consisting of David Katz, Roslyn Fisher, and Ellen Icolari.

This training program was designed to provide parents of Special Education pupils with information and skills to assist their children prepare for careers and employment. More specifically, the Proposal Abstract stated that the Project was developed to enrich the career growth and development of inner-city handicapped students on the junior high school level by training parent-trainers using a trainer-of-trainers model. This process was envisioned as a way to fill a major gap between home and school, and to forge strong working relationships among collaborating community groups whose personnel were trained.

In operational terms, the Project trained representatives from a cross section of community groups including parents in two community school districts, using a seminar and practicum model. Following an orientation session, five seminar sessions for training trainers and and five practicum sessions for trainers to replicate their training with parents were held on a weekly alternating basis, e.g. seminar, week 2; practicum, week 3, and so on.

During the practicum aspect of training, parent-trainers conducted a series of parent education workshops for parents whose handicapped children were in junior high school Special Education classes for the neurologically impaired and/or emotionally handicapped mainly, within the two selected districts.

The University staff assigned to training brought many strengths and positives for infusion into this parent-trainer program, e.g. validated content, materials, and teaching strategies used successfully in prior years when conducting pilot/demonstration programs for training inner-city parents as career educators; training and experience from the areas of special education and career counseling. In addition, cooperating trainers and consultants were drawn from representatives of community groups and junior high school/senior high school Special Education and Mainstream personnel.

Five, two-hour workshops were planned and conducted for parents who were recruited using the following incentives:

1. Bilingual presentations as needed;
2. Resource materials available in both English and Spanish;
3. Stipend of $5.00 for each workshop to cover transportation and other expenses;
4. Babysitting facilities during the workshop time, and
5. Certificate of completion given at an Awards Ceremony.

A brochure, produced in English and in Spanish, gave information concerning training staff, resource personnel, participating agencies, and objectives related to parental participation in the workshops. According to the brochure, by participating in the workshops, parents would be better prepared to:

- Help their children develop positive attitudes toward work.
- Help their children consider their interests and abilities when making career choices.
- Help their children understand employment requirements, job duties, and responsibilities.
- Help their children to get information on careers in which they may be interested.

II. EVALUATION DESIGN

In designing this Evaluation, summative and formative evaluative modalities were considered as Project interventions. It was recognized that summative evaluation has as its primary goal rating of participants, judging trainer/consultant effectiveness, and comparing curriculum content. To be truly an aid to the teaching and learning processes, evaluation must take place not only at the termination of these processes, but also while they are still malleable and amenable to change, adaptation, and modification. Thus, formative evaluation data meet the criteria of an in-process intervention.

Formative evaluation intervenes during the participant's formation period, not when the process is deemed to be complete. Formative evaluation pinpoints areas of concern so that immediate and subsequent training can be made more relevant, pertinent, effective, and beneficial. In sum, the primary purpose of formative observations is to determine how well a given learning task has been mastered and to define the part of the task still to be mastered. By so doing, the participant-learner and the trainer focus upon the specific learning necessary for approaches to mastery.

Summative, as opposed to formative evaluation, usually serves to document the success or failure of a project. In most instances, it frequently comes too late to impact on the practices of the program as these practices are being evaluated. At times, potentially effective programs are jettisoned because evaluative information and recommendations for change are provided too late to impact on a program. Often, by only using a summative approach, a good program must wait for its first replication to achieve excellence. On the other hand, formative evaluation seeks to provide ongoing validation of proposed plans and activities along with course corrections in order to maximize the success of a project.

When this Consultant made entry into the Project, formative evaluation data had already been collected, which had been used by trainers and consultants on an ongoing basis to make changes, adaptations, and modifications to fit participants' training needs more closely.

This Consultant gained a historical perspective of the Project as a result of the following:

1. Perusal of documents concerning the Project, e.g. Proposal Abstract, recruitment brochure, seminar/practica agendas;
2. Examination of Evaluation Forms filled out by participants who attended past training sessions, and
3. Consultations with Project administrator who provided verbal confirmation with added insights concerning the overall philosophy, rationale, goals, and objectives of the program.

In addition, this Consultant obtained a current and first-hand observation of the Project by:

1. Attending seminars for trainers and practica sessions with parents held at each of the two district sites;
2. Analyzing user feedback presented orally at each session attended by trainers and/or parents;
3. Holding informal conversations with trainers and/or parents to determine the level of satisfaction with the Project, and
4. Consulting and/or interviewing trainers and/or consultants who conducted meetings attended by this Evaluator.

This Evaluation Report represents, therefore, a distillation of primary and secondary sources, both formative and summative, from which a statement of program effectiveness can be made. It appears to this Evaluator that the Project was very effective in that it responded to a pressing need and exemplified significant positive aspects. Specific positive aspects of the Project's design and implementation will be set forth in the Summary, Conclusions, and Recommendations segment of this Report.

III. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It is the opinion of this Evaluator that the Project known as "Training Parents As Career Educators" was exemplary. A "baker's dozen" of specific examples of positive aspects of the Project's design and implementation are as follows:

1. The Project responded to a critical need felt by parents of Special Education pupils in junior high schools for assistance in preparing these children for careers and employment;
2. The Project's model concentrated on developing parent-trainer leadership and advocacy skills that trainers transmitted in practica to parents of Special Education pupils.
3. The Project made linkages with school personnel in two districts, as well as with personnel in community-based organizations, thus increasing the capabilities of community groups and parent coalitions to influence school programs that promote career education for handicapped youth as a means to facilitate the transition from school to the "world of work."
4. Curriculum for the Project was planned on a developmental, sequential, and organized basis. Each session's curriculum appeared in outline form as a duplicated flyer which was distributed to participants before the session began.
5. Resource materials for distribution to the participants were carefully selected for their practicality, pertinence, and readability.
6. University staff members and consultants were experts with training in appropriate disciplines, as well as relevant experience. They exercised leadership individually and collectively to provide seminar presentations which represented maximum competence and contrasting leadership styles. During practicum sessions, they observed and monitored the leadership behavior of parent-trainers to provide substance for later feedback and training.

7. Refreshments were included at sessions for a variety of reasons. For example, serving food at the beginning of a session set up an informal and practical activity to accommodate latecomers, to refresh participants who might otherwise have missed some food intake in order to be present from 3:30 to 5:30 p.m., and to build a climate of trust and rapport.

8. Session presentations included a diversity of teaching approaches which recognized individual differences in learning styles. Session approaches included didactic presentations, experiential activities, questions and answers, role playing, "ice breakers," and open-ended discussion starters.

9. Session presentations utilized a variety of group-work formats. Large-group sessions, for example, used the Circle technique. Small-group activities were provided, for example, with opportunities for a spokesperson to report to the large group. In this way, opportunities were provided participants' varying levels of comfort at responding in dyads, triads, groups of 4 or 5, and the full Circle.

10. Provision was made to make non-English-speaking parents feel at ease. Presentations at parents' sessions were made in both English and Spanish. In addition, materials were prepared for a bilingual audience.

11. Feedback from Project "users" was obtained and utilized in an ongoing way for planning of future sessions, making changes and modifications, and preparing for future replication.

12. The Project utilized validated content, materials, teaching strategies, and principles such as "peers teaching peers" deemed successful in prior years when conducting other pilot/demonstration programs for training inner-city parents as career educators.

13. Parents were offered incentives for the purposes of recruitment and retention, e.g. stipend of $5.00 for each workshop to cover transportation and other expenses; babysitting facilities; certificate of completion at an Awards Ceremony.

Recommendations which are the outcome of the Project are:

1. Replication of the Project in additional School Districts throughout New York City;
2. Designation of the two School Districts chosen for 1984-1985 as follow-up sites for 1985-1986 to determine the impact of the Project.
3. Codify the content, materials, and process used by this Project to facilitate replication.
4. Develop a parent-trainer's Manual.

TRAINING PARENT-TRAINERS AS CAREER EDUCATORS

Internal Evaluation Report

Project Year Two
1985-1986

TRAINING PARENT-TRAINES AS CAREER EDUCATORS

Evaluation Report

I. Introduction

The purpose of this evaluation report is to provide internal evaluative data concerning the Project titled "Training Parent-Trainers as Career Educators." This project, sponsored by the Center for Advanced Study in Education (CASE), Institute for Research and Development in Occupational Education, Graduate School and University Center of the City University of New York (CUNY) operated during the School Year 1985-1986 (the project's second year) with a staff consisting of Dr. David Katz, Ms. Roslyn Fisher, and Ms. Ellen Icolari.

Historically, the project in its present phase evolved from many earlier pilot/demonstration programs, field tested by CASE personnel, in the training of urban parents as career educators for their special education youngsters. For almost a decade, CASE staff gathered and validated curriculum, materials, and teaching techniques which were effective for training parents of special education pupils in selected junior/senior high schools of the New York City Public School program. The program model presently in use represents, therefore, a distillation of over six years' successful experience in the field of career education and training for parents of children with handicapping conditions, particularly in terms of pre-adolescents and adolescents.

This training program was designed to provide parents of special education pupils with information and skills to assist their children prepare for careers and employment. More specifically, the Proposal Abstract stated that the project was developed to enrich the career growth and development of inner-city students with handicapping conditions on the junior high school level by training parent-trainers using a trainer-of-trainers model. This process was envisioned as a way to fill a major gap between home and school, and to forge strong working relationships among collaborating community groups whose personnel were trained.

In operational terms, the project trained representatives from a cross section of community groups including parents in four community school districts, using a seminar and practicum model. Following an orientation session, five seminar sessions for training trainers and five practicum sessions for trainers to replicate their training with parents were held of a weekly alternating basis, e.g., seminar week two; practicum, week three, and so on, for a total of 11 sessions.

During the practicum aspect of training, parent-trainers conducted a series of parent education workshops for parents whose children with handicapping conditions were in junior high school special education classes for the neurologically impaired and/or emotionally handicapped mainly, within the four selected districts.

The University staff assigned to training brought many strengths and positives for infusion into this parent-trainer program, e.g., validated content, materials, and teaching strategies used successfully in prior years when conducting pilot/demonstration programs for training inner-city parents as career educators; training and experience from the areas of special education and career counseling. In addition, cooperating trainers and consultants were drawn from representatives of community groups and junior high school/senior high school special education and mainstream personnel.

Five, two-hour workshops were planned and conducted for parents who were recruited using the following incentives:

1. Bilingual presentations as needed;

2. Resource materials available in both English and Spanish;
3. Stipends of $5.00 for each workshop to cover transportation and other expenses;
4. Babysitting facilities during the workshop time, and
5. Certificate of completion given at an Award Ceremony.

A brochure, produced in English and in Spanish, gave information concerning training staff, resource personnel, participating agencies, and objectives related to parental participation in the workshops. According to the brochure, by participating in the workshops, parents would be better prepared to help their children:

- to develop positive attitudes toward work.
- to consider their interests and abilities when making career choices.
- to understand employment requirements, job duties, and responsibilities.
- to get information on careers in which they may be interested.

II. Evaluation Design

In designing this evaluation, summative and formative evaluative modalities were considered as project interventions. It was recognized that summative evaluation has as its primary goal rating of participants, judging trainer/consultant effectiveness, and comparing curriculum content. To be truly an aid to the teaching and learning processes, evaluation must take place not only at the termination of these processes, but also while they are still malleable and amenable to change, adaptation, and modification. Thus, formative evaluation data meet the criteria of an in-process intervention.

Formative evaluation intervenes during the participant's formation period, not when the process is deemed to be complete. Formative evaluation pinpoints areas of concern so that immediate and subsequent training can be made more relevant, pertinent, effective, and beneficial. In sum, the primary purpose of formative observations is to determine how well a given learning task has been mastered and to define the part of the task still to be mastered. By so doing, the participant-learner and the trainer focus upon the specific learning necessary for approaches to mastery.

Summative, as opposed to formative evaluation, usually serves to document the success of failure of a project. In most instances, it frequently comes too late to have impact on the practices of the program as these practices are being evaluated. At times, potentially effective programs are jettisoned because evaluative information and recommendations for change are provided too late. Often, by only using a summative approach, a good program must wait for its first replication to achieve excellence. On the other hand, formative evaluation seeks to provide ongoing validation of proposed plans and activities along with course corrections in order to maximize the success of a project.

When this evaluator made entry into the project, some formative evaluation data had already been collected, which had been used by trainers and consultants on an ongoing basis to make changes, adaptations, and modifications to fit participants' training needs more closely.

This evaluator gained historical and current perspectives for the project as a result of the following:

1. Perusal of documents concerning the project, e.g., Proposal Abstract, recruitment brochure, seminar/practica agendas;
2. Examination of evaluation forms filled out by trainers and participants who attended training sessions, and
3. Consultations with the project administrator and staff members who provided verbal confirmation with added insights concerning the overall philosophy, rationale, goals, and objectives of the program.

This evaluation report represents, therefore, a distillation of primary and secondary sources, both formative and summative, from which a statement of program effectiveness can be made. It appears to this evaluator that the project was very effective in that it responded to pressing needs and exemplified significant positive aspects.

III. Findings: A Capsule View Evaluation

A "baker's dozen" of specific examples of positive aspects of the project's design and implementation are presented here. Subsequent sections of this evaluation will present data to support these examples, which are testimony to the exemplary nature of this program.

1. The project responded to a critical need felt by parents of special education pupils in junior high schools for assistance in preparing these children for careers and employment;
2. The project's model concentrated on developing parent-trainer leadership and advocacy skills that trainers transmitted in practica to parents of special education pupils.
3. The project made linkages with school personnel in four districts, as well as with personnel in community-based organizations, thus increasing the capabilities of community groups and parent coalitions to influence school programs that promote career education for youth with handicapping conditions as a means of facilitating the transition from school to the "world of work."
4. Curriculum for the project was planned on a developmental, sequential, and organized basis. Each session's curriculum appeared in outline form as a duplicated flyer which was distributed to participants before the session began.
5. Resource materials for distribution to the participants were carefully selected for their practicality, pertinence, and readability.
6. University staff members and consultants were experts with training in appropriate disciplines, as well as relevant experience. They exercised leadership individually and collectively to provide seminar presentations which represented maximum competence and contrasting leadership styles. During practicum sessions, they observed and monitored the leadership behavior of parent-trainers to provide substance for later feedback and training.
7. Refreshments were included at sessions for a variety of reasons. For example, serving food at the beginning of a session set up an informal and practical activity to accommodate latecomers, to refresh participants who might otherwise have missed some food intake in order to be present from 3:30 to 5:30 p.m., and to build a climate of trust and rapport.
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13. Parents were offered incentives for the purposes of recruitment and retention, e.g., stipend of $5.00 for each workshop to cover transportation and other expenses; babysitting facilities; certificate of completion at an Awards Ceremony.

IV. Evaluation Methodology

The evaluation design, outlined in the proposal, describes a formative and a summative evaluation of the Project's goals, activities, and outcomes. In order to respond to the conditions of the evaluation design, instruments were developed for the collection of pre-test and post-test data on both Fall and Spring trainers. In addition, pre- and post-survey data were collected from parent participants in both cycles, as well as paper/pencil ratings from parents at the end of workshops conducted for sessions 2, 3, and 4.

A. Development of Evaluation Instruments and Procedures

At the outset of this project period, staff members conferred to review and refine evaluation instruments and techniques used the previous year, and to develop new procedures. The following measurement instruments were the products of the consultations:

1. Trainer Pre-Surveys — These forms were developed to generate demographic data about the trainers (e.g. professional background). In addition, the exent of trainers' organizational involvement was measured, as well as their attitudes, knowledge, and skills related to parent education. Trainer pre-surveys were completed at the beginning of the Fall training cycle for the following purposes:

   - o to provide information about the trainers' previous experience;
   - o to supply data concerning the participating school district;
   - o to give baseline data by which to determine the project's impact on trainers' self-preceptions of their parent education leadership potential and ability in the field of career development, and
   - o to determine the extent of change in terms of individual/organizational involvement with career development activities.

2. Trainer Post-Surveys — This form, also known as the Trainer Followup Survey, was constructed primarily to assess the impact of training on the attitudes, knowledge, and performance of trainers as group leaders of parents in career education activities. Personal impact questions were included to assess changes in competence through trainers' self-perceptions of group leadership. In addition, feedback was requested about the training program's effectiveness and quality for the purpose of obtaining qualitative data to be used in planning future training programs.

Another post-survey for trainers was designed for trainers who observed in the Fall cycle and participated actively as trainers during the Spring. This survey included similar material developed for Fall trainers, plus assessment of training impact during the participant-observer stage.

3. Parent Pre-Surveys — The official title of this pre-test measure was "Parents As Career Educators: Survey." This assessment instrument was designed for a junior high school parent population as a measurement of parents' knowledge of and attitudes about special education prior to workshop attendance. All parents were given survey forms, available in both English and Spanish, at the first workshop session.

4. Parent Post-Surveys -- These forms (Parents as Career Educators: End of Program Survey) included statements designed to measure attitudinal and knowledge changes of parents related to "self" and children, based on program participaton. The surveys, which were distributed at the final workshop session, were essentially the same as the pre-survey instruments.

5. Parent End-of-Session-Ratings -- These evaluative forms were designed to elicit qualitative data from parents concerning the effectiveness of sessions 2, 3, and 4. Parents were asked to rate these sessions in terms of content usefulness, learning gains, and group dynamics, for example, at the end of the time specified for the meeting.

6. Trainer-Observer Guides for Focused Observation -- This instrument was devised by project staff to provide trainer-observers with a learning tool for improving leadership skills through observations of parent concerns, group dynamics, and group leadership techniques. The format of this instrument required trainers to focus their observations on specific aspects of group interaction and leadership style.

V. District Demography

The project, during its second year, was conducted in four districts of the New York City Public School System -- two districts in Fall 1985; two districts in Spring 1986 — as follows:

Fall Cycle

District 13 — Brooklyn;
District 23 — Brooklyn.

Spring Cycle

District 15 — Brooklyn;
District 19 — Brooklyn.

Each participating school district had distinctive characteristics which influenced the nature of concerns and attitudes expressed among parents; thus, trainers and project staff had to change, modify, and adapt workshop offerings to "match" these respective community needs and differences. A brief demographic statement concerning each of the participating districts is given in the following paragraphs.

Table 1, which appears on the following page, describes District 12 and 23, participants during the Fall 1985 Cycle, in terms of ethnic composition, geographic location, socioeconomic status, and type of housing. Table 2 on page 13 presents data on the same characteristics for District 15 and 19, program participants in the Spring of 1986.

Although all four districts are located in Brooklyn, it is apparent that the communities possess distinctive geographic and sociological characteristics. These neighborhood attributes are reflected in the socioeconomic conditions which determine, for example, the prevalent type of housing units. Districts 13 and 15 appear to have the most variability in income with a solid upper-middle class, on the one hand, and a large low-low income group, on the other. This dichotomy in income level is clearly observable in District 13, where cooperative and condominium luxury high-rise dwellings co-exist with low- and middle-income public housing accommodations.

TABLE 1
Demographic Data
Districts 13 and 23
Fall, 1985

	DISTRICT 13	DISTRICT 23
1. Ethnic Compostion (by %)		
Asian	0.7	0.2
Black	80.7	81.1
Hispanic	16.9	18.5
Indian	0.0	0.0
White	1.7	0.2
Total	100.0	100.0
2. Geographic Location	Northwestern Brooklyn (Brooklyn Heights/ Bedford Stuyversant)	Central/Eastern Brooklyn (Brownsville/East New York)
3. Socioeconomic Status	Upper Middle and Low-low	Middle-middle and Low-low
4. Housing	1- and 2-family units: Low- and Middle-income public housing; 3-10-family apartments, Cooperative and condominium units	1-and 2-family units; Low- and Middle-income public housing and 3-10-family units,

TABLE 2
Demographic Data
Districts 15 and 19
Spring 1986

	15 DISTRICT ~~13~~	19 DISTRICT ~~25~~
1. **Ethnic Compostion (by %)**		
Asian	3.8	2.3
Black	21.1	47.5
Hispanic	59.1	45.0
Indian	0.0	0.1
White	16.0	5.1
Total	100.0	100.0
2. **Geographic Location**	Cobble Hill/Park Slope/Sunset Park	Sourth Eastern Brooklyn (Canarsie/New Lots)
3. **Socioeconomic Status**	Upper Middle and Low-low	Middle-middle and Low-low
4. **Housing (types of)**	1- and 2-family units; Low- and middle-income public housing, and 3- 10-family apartment units	1- and 2-family units; Low- and middle-income public housing, and 3-10-family units

VI. Findings: A Detailed View

A. Parent Pre-Surveys

1. Fall Cycle — This survey was administered to the parents of Districts 13 and 23 at the beginning of the first workshop session held for each group respectively. Survey forms were available in both English and Spanish.

When this measure of parents' knowledge of and attitudes about special education, prior to workshop attendance, was analyzed, the following findings emerged, as shown by Tables 3, 4, and 5, on pages 15, 16, and 17. (Copy of form used for data gathering appears in the Appendix.)

Table 3 indicates that parents from District 23 had a slightly better pre-knowledge and understanding of special education law and procedures than those from District 13 (mean 53.8 v. 52.5). Except for the item "get child to tell me about likes and dislikes," less than half of the parents in both districts admit to "often" performing special education activities with or for their children (Table 4). Pre-test data concerning parental attitudes/beliefs concerning individuals with handicapping conditions (Table 5) reveal that parents from District 13 seem more tolerant and accepting than those from District 23 (mean 77.3 v. 69.7).

TABLE 3
Parents' Knowledge and Understanding of Special Education Law And Procedures True/False Correct Items by District*
Fall 1985

District	Parent	CORRECT ITEMS No.	CORRECT ITEMS %	Mean
13	1	6	60.0	
	2	2	20.0	
	3	7	70.0	
	4	6	60.0	
				52.5
23	1	5	50.0	
	2	3	30.0	
	3	8	80.0	
	4	4	40.0	
	5	6	60.0	
	6	4	40.0	
	7	3	30.0	
	8	4	40.0	
	9	6	60.0	
	10	7	70.0	
	11	6	60.0	
	12	8	80.0	
	13	6	60.0	
				53.8

*Perfect Score = 10

TABLE 4
Parents' Present/Future Special Education Activities — Pre-Test
Districts 13 and 23
Fall 1985, N=19

					RESPONSE					
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	**No**	**%**	**No**	**%**	**No**	**%**	**No**	**%**	**No**	**%**
Work with school to plan child's IEP	1	5.3	2	10.5	2	10.5	10	52.6	4	21.1
Go to school's parent meeting	3	15.8	9	47.4	1	5.3	6	31.6	0	0.0
Make suggestion child's schooling after J.H.S.	4	21.1	2	10.5	3	15.8	10	52.6	0	0.0
Go to community organizations to get help	2	10.5	7	36.8	2	10.5	7	36.8	1	5.3
[illegible]rn about special rights because of disability	7	36.8	5	26.3	2	10.5	4	21.1	1	5.3
Show child books & magazines about careers	9	47.4	4	21.1	2	10.5	4	21.1	0	0.0
Get child to tell me about likes & abilities	13	68.4	4	21.1	2	10.5	0	0.0	0	0.0
Talk to people about right kind of job for my child	6	31.6	5	26.3	2	10.5	5	26.3	1	5.3
Think about the kind of job my child could do when school is finished	9	47.4	4	21.1	1	5.3	3	15.8	2	10.5
Learn about different programs [illegible].S. that would be best for my child	8	42.1	5	26.3	0	0.0	5	26.3	1	5.3

TABLE 5
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions — Pre-Test Disagree/Agree Items by District*
Fall 1985

		CORRECT ITEMS		
District	Parent	No.	%	Mean
13	1	3	27.3	
	2	10	90.9	
	3	10	90.9	
	4	9	81.8	
	5	9	81.8	
	6	10	90.9	
				77.3
23	1	10	90.0	
	2	6	54.6	
	3	8	72.7	
	4	7	63.6	
	5	8	72.7	
	6	10	90.9	
	7	7	63.6	
	8	8	72.7	
	9	8	72.7	
	10	7	63.6	
	11	7	63.6	
	12	6	54.6	
				69.7

* Perfect Score = 11

B. Parent-End-of-Session Ratings

1. Fall Cycle — These ratings were designed primarily to measure parent attitudes and knowledge. In addition, they reflect trainer effectiveness, as well as the usefulness and practicality of workshop content. Parents were asked to complete rating forms at the end of sessions 2, 3, and 4, thus providing "user feedback" concerning positive and negative aspects of individual workshop presentations for modification and change of content, activities, and trainer presentation. (The first and the last workshops were used for completing pre- and post-survey instruments.) Parents responded very favorably to the three workshop sessions, in general. Table 6, on the following page, presents the mean overall ratings concerning the value or worthwhileness of the sessions on a 3-point scale (3 = very good, 2 = somewhat good, 1 = not very good.)

As shown in Table 6, respondents were enthusiastic about the workshop in terms of qualities designated as "worthwhileness," and "value of speakers," and "interesting." On the other hand, they did not rate the "useful career ideas" which they tried out at home as highly. The mean ratings for "meeting length" contained some expressed dissatisfaction because sessions were regarded as being "too short." In other words, respondents liked what the workshops offered and wanted more time for participation.

Table 7, on page 19, shows mean ratings, on a 3-point scale (3 = very useful, 2 = a little useful, 1 = not very useful) of the activities included in each of the workshop sessions evaluated (2, 3, and 4).

TABLE 6
Mean Value of Workshop Sessions Rated by Parents Fall 1985, Districts 12 and 23*

Item	2	3	4	Item 3-Session Mean
Worthwhileness	2.84	2.61	3.00	2.82
Interest	2.92	2.78	2.92	2.87
Value of Speakers	2.84	2.65	3.00	2.83
Useful Career Ideas	1.52	2.91	2.77	2.40
Meeting Length	2.52	2.70	2.31	2.51
Session Mean Rating	2.53	2.73	2.80	2.69
Size of N	25	23	13	

*100 percent of respondents at all three sessions indicated that they would recommend the meeting to a friend.

Although the mean ratings presented in Table 7 indicate the respondents were overwhelmingly positive regarding all workshop rated items, they were most favorable to three activities, i.e., ". . . information from speakers" (2.89), ". . . questions about my own child" (2.82), and "practicing career planning activities in the small group" (2.82). The least favorable rating (2.60) was given to the category "getting information about training and careers that might be useful for myself."

TABLE 7
Mean Ratings by Parents of Workshop Activities
Fall 1985, Districts 13 and 23

Item	Session Number 2	3	4	Item 3-Session Mean
Getting information from speakers to help my child	2.88	2.87	2.92	2.89
Getting information about training and careers that might be useful for myself	2.44	2.74	2.62	2.60
Getting things to read	2.56	2.61	2.77	2.65
Asking questions about my own child	2.92	2.70	2.85	2.82
Listening to other parents talk about their children	2.76	2.48	2.92	2.72
Talking with other parents in the small group about our experiences on the "homework"	2.72	2.61	2.92	2.75
Practicing the career planning activities in the small group	2.88	2.65	2.92	2.82
Session Mean Rating	2.74	2.67	2.85	2.75
Size of N	25	23	13	

Table 8, on the following page, presents the parents' rating of effectiveness of small group activities, largely as a dimension of trainer competence, using a 3-point scale (3 = always, 2 = sometimes, 1 = never). Based on the data provided by respondents, it can be concluded that trainers were perceived as competent in cognitive and affective aspects of small group leadership.

Parents perceived the trainers as highly competent small-group leaders. All of the parents at the three sessions felt that the leader offered good suggestions, there was good group feeling, and a high comfort level existed during the small-group activities. High ratings were given to leaders who were perceived to be good listerners and clear explainers, gave everyone a chance to speak, and understood parent concerns.

TABLE 8
Parent Mean Ratings of Small Group Processes & Activities
Fall 1985 — Districts 13 and 23

	Session Number			Item 3-Session
Item	2	3	4	Mean
Leader listened.	2.84	2.83	2.92	2.86
Leader gave everyone a chance to speak.	2.92	2.84	2.92	2.89
Leader understood parent concerns.	2.84	2.83	3.00	2.89
Leader offered good suggestions.	3.00	3.00	3.00	3.00
There was good group feeling.	3.00	3.00	3.00	3.00
I was comfortable speaking.	2.92	3.00	3.00	2.97
I understood what the leader talked about.	2.92	2.92	2.92	2.92
Session Mean Rating	2.92	2.92	2.97	2.93
Size of N	25	23	13	

Table 9, on the following page, contains the parent mean ratings of information and skills conveyed at each workshop session, based on a 3-point scale (3 = learned a lot, 2 = learned a little, 1 = did not learn much). Parents felt they had learned the most about where to get help for their children, how to work with other parents and the schools to get help, and ways to do things at home to help children learn about career interests and abilities. Parents felt they had learned the least about the kinds of jobs available to and the career training needed for their children, as well as the qualities business looks for in workers.

TABLE 9
Mean Ratings of Parents' Learning at Each Session
Fall 1985 — Districts 13 and 23

Item	Session Number 2	Session Number 3	Session Number 4	Item 3-Session Mean
What the schools do for students with special needs	2.48	2.65	2.62	2.58
What other organizations do for students with special needs	2.76	2.44	2.77	2.66
Where I can get help for my child or my family when we have problems	2.72	2.61	2.69	2.67
How to work with other parents	2.72	2.61	2.62	2.65
How to work with other organizations to help my child	2.60	2.39	2.46	2.48
How to work with schools to help my child	2.60	2.65	2.62	2.62
Things I can do at home to help my child learn about his or her interests and abilities	2.64	2.83	2.62	2.70
What kinds of jobs might be available for my child	2.24	2.09	2.23	2.19
What kind of training is needed for different careers	2.32	2.39	2.31	2.34
What business looks for in workers	1.80	2.00	2.31	2.04
Session Mean Rating	2.49	2.47	2.53	2.49
Size of N	25	23	13	

When parents were asked to respond to open-ended statements concerning aspects of each workshop they thought best, those that could have been improved, and those where they had questions or needed additional information, they made the following representative comments:

Best about today's meeting

"I liked talking about things."

". . . talking about what kinds of jobs my son can have."

". . . learning what the high school was doing for children with special needs."

"Everything!"

". . . communicating with one another."

". . . learning about what job I like."

". . . a chance to express myself."

"Each time I become more comfortable."

"Parents had opportunities to explore careers that their children might obtain."

"I thank God for being here to meet people to talk and listen."

". . . the approach on careers, the reasons why you like a career the most and why you didn't like others."

". . . learning how you can help your child."

Things that could have been improved

". . . give more information on paper about who to see."

". . . have more parents, fathers particularly."

". . . have fewer topics, one to two at each meeting."

". . . use different rooms for group activities. I'm easily distracted by other groups."

". . . have longer meetings."

Questions and additional information needed

"I need more information on high school programs."

"How do I make contact with OVR?"

"How do parents get information about their rights and child's rights in testing situations to get into Resource Room programs?"

"How do I help my child read better."

". . . after 3:00 p.m. I want to help my children."

Most of the comments made by parents indicated positive feelings concerning the program's effectiveness. Major criticisms of the workshop experience indicated that parents needed more of what was offered and more time in which to digest it.

C. Parent Post-Surveys

1. Fall Cycle -- This survey was administered to the workshop parents of Districts 13 and 23 at the end of five sessions held for each group respectively. The survey form for the post-survey was indentical to the pre-test in three areas, i.e., measurement of parents' knowledge and understanding of special education law and procedures; their present/future special education activities, and their attitudes/beliefs concerning individuals with handicapping conditions. Two additional checklist areas, included on the post-test because of relevance to program completion, were added to determine the usefulness and value of the workshop content, activities, and experiences. Copy of this post-survey instrument appears in the Appendix.

Findings from post-survey data are presented in Tables 10, 11, 12, 13 and 14 shown on pages 26, 27, 28, 29, and 30.

The post-test survey provided opportunities for parents to make spontaneous comments to open-ended questions concerning what was learned and what needs to be learned. Sample verbatim responses to these questions are listed below.

"6. What new things did you learn about your child through this program?" "I learned about job opportunities. . ." ". . . she will be able to get help through the Skills Training Program." ". . . how to help my child find a job." ". . . his interests are widespread."

"8. What kind of work do you think your child can do?" ". . . numerous things." "Typing, computer operating, piano." ". . . anything he puts his mind to." "Something simple — nothing too complicated." ". . . desk jobs." ". . . driving a bus." ". . . working with her hands, for example, as an artist or beautician." ". . . anything she feels she can do and wants to work hard at doing."

"10. What else would you like to learn about?" ". . . college education for special education students." ". . . the rights of my child." "more about the school program." "I would like to know a little more about job availability especially for a child with LD." ". . . how I can as a single parent get training with a guaranteed job placement."

Question 7 requested parents to respond to "What is your child's disability." Four of the 18 respondents (22.2%) replied "slow learner"; five (27.8%) stated "none," and the remaining parents gave highly individualized responses, such as, "having to live in poverty," "being raised by a single parent," "reading," "bored, needs mainstreaming," and "kept in emotionally handicapped classes too long."

When parents were asked "9. Would you like to continue these meetings?" they all responded "Yes!" "Don't stop." "They are most helpful to parents and students."

TABLE 10
Parents' Knowledge and Understanding of Special Education Law and Procedures — Post Test True/False Correct Items by District*
Fall 1985

		CORRECT ITEMS		
District	Parent	No.	%	Mean
13	1	6	60.0	
	2	8	80.0	
	3	10	100.0	
				80.0
23	1	6	60.0	
	2	5	50.0	
	3	5	50.0	
	4	5	50.0	
	5	9	90.0	
	6	7	70.0	
	7	8	80.0	
	8	8	80.0	
	9	7	70.0	
	10	8	80.0	
	11	9	90.0	
	12	7	70.0	
				70.0

*Perfect Score = 10

TABLE 11
Parents' Present/Future Special Education Activities — Post-Test
Districts 13 and 23
Fall 1985, N = 18

	RESPONSE									
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	5	27.8	6	33.3	1	5.6	3	16.7	3	16.7
Go to school's parent meeting	9	50.0	6	33.3	0	0.0	1	5.6	2	11.1
Make suggestion child's schooling after J.H.S.	8	44.4	4	22.2	2	11.1	3	16.7	1	5.6
Go to community organizations to get help	11	61.1	4	22.,2	0	0.0	2	11.1	1	5.6
Learn about special rights because of disability	13	72.1	3	16.7	1	5.6	1	5.6	0	0.0
Show child books & magazines about careers	11	61.1	4	22.2	2	11.1	1	5.6	0	0.0
Get child to tell me about likes & abilities	14	77.8	4	22.2	0	0.0	0	0.0	0	0.0
Talk to people about right kind of job for my child	7	38.9	7	38.9	0	0.0	4	22.2	0	0.0
Think about the kind of job my child could do when school is finished	14	77.7	1	5.6	0	0.0	2	11.1	1	5.6
Learn about differnt programs in H.S. that would be best for my child	12	66.6	4	22.2	0	0.0	1	5.6	1	5.6

TABLE 12
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions — Post-Test Disagree/Agree Items by District*
Fall 1985

District	Parent	CORRECT ITEMS No.	 %	Mean
13	1	13	92.9	
	2	10	71.4	
	3	12	85.7	
				83.3
23	1	12	85.7	
	2	11	78.6	
	3	12	85.7	
	4	12	85.7	
	5	14	100.0	
	6	14	100.0	
	7	9	64.3	
	8	9	64.3	
	9	13	92.9	
	10	11	78.6	
	11	9	64.3	
	12	10	71.4	
				81.0

*Perfect score 14; 3 items added to post-test to obtain program evaluation data

TABLE 13
Parents' Perceptions of Usefulness of Workshops Activities — Post-Test
Districts 13 and 23
Fall 1985, N=18

	RESPONSE							
	Not Very Useful		A Little Useful		Very Useful		No Response	
ITEM	No.	%	No.	%	No.	%	No.	%
Getting information from the speakers to help my child	0	0.0	1	5.6	16	88.8	1	5.6
Getting information about training & careers that might be useful for myself	0	0.0	6	33.3	10	55.5	2	11.1
Getting things to read	0	0.0	1	5.6	16	88.8	1	5.6
Asking questions about my own child	0	0.0	3	16.7	15	83.3	0	0.0
Listening to other parents talk about their children	0	0.0	4	22.2	13	72.2	1	5.6
Talking with other parents in the small group about our experiences on the "homework"	0	0.0	5	27.8	10	55.5	3	16.7
Practicing the career planning activities in the small group	1	5.6	4	22.2	10	55.5	3	16.7

TABLE 14
Parent Responses to Yes/No Statements Related To Workshop Participation — Post-Test
Districts 13 and 23
Fall 1985, N=18

	Response			
	Yes		No	
Item	No.	%	No.	%
I would recommend this program to another parent.	18	100.0	0	0.0
The program showed me there are people and organizations to help my child find a job.	18	100.0	0	0.0
Because of this program, I am more familiar with what high school programs have to offer in special education.	17	94.4	1	5.6
Because of this program, I have a better idea of the requirements to get a high school diploma.	17	94.4	1	5.6
I tried some of the activities with my child.	18	100.0	0	0.0
I contacted organizations that sent people to the meetings.	10	55.6	8	44.4
I know more about careers my child is interested in because of this program.	15	83.3	8	16.7
I am better able to help my child decide on a career because of this program.	17	94.4	1	5.6
Because of this program, I know more about the kinds of jobs that are right for my child.	15	83.3	3	16.7
I agree with what the school says is my child's disability	10	55.6	8	44.6
I have been thinking about changing careers myself.	13	72.2	5	27.8
I have been thinking about going back to school.	16	88.9	2	11.1
I am currently working outside my home.	5	27.8	13	72.2
I am currently a student.	10	55.6	8	44.6
I am active in one or more community organizations (such as PTA, church groups, advocacy groups).	14	77.8	4	22.2

Post-test parents' scores indicate learning gains based on training when comparisons are made with pre-test data. Table 10 shows means of 80.0 and 70.0 for the post-test item "parents" knowledge and understanding of special education law and procedures (page 26); pre-test means for this same items (Table 3, page 15) were 52.5 and 53.8.

When pre- and post-test data concerning "parents attitudes/beliefs concerning individuals with handicapping conditions" were compared (Table 5, page 17 with Table 12, page 28), differences in favor of the post-test were observed for both districts as follows:

	Mean	
	Pre-test	Post-test
District 13	77.3	83.3
District 23	69.7	81.0

The growth in the group means for both sets of scores, in favor of the post-tests are indicative of learning gains attributable to effective training. This conclusion is supported by data from all other sources, e.g., parents' responses to open-ended statements which reflect satisfaction with the quality of training.

C. Trainer Data

1. Trainer Pre-Survey, Fall Cycle -- These pre-survey forms yielded data concerning the educational and professional backgrounds of trainers, in terms of experience in special education, and work with parents of junior high school age children. Table 15 contains the percentage of trainers from Districts 13 and 23 included in each educational category.

As shown in Table 15, which appears on the following page, District 13 trainers were all pedagogical personnel, while District 23 had some nonteaching professionals. In addition, Board of Education supervisors and coordinators were included in District 23's group of trainers.

Table 16, on page 34, contains a breakdown of trainers, by percentage, with regard to experience in special education. Some trainers appear in more than one category because both past and present experiences were included. District 23 trainers as a group consisted of a higher percentage of individuals with special education teaching experience at the junior high school level than those from District 13. In addition, a higher percentage of District 23 trainers had supervisory experience. Because District 23's group of trainers included nonpedagogical personnel from the Board of Education, as well as professionals affiliated with fields other than teaching, it showed a lower percentage than District 13 in the "previous" and/or "current" special education experience.

Table 17, on page 35, shows the percentage of trainers who indicate that they had prior experience either working with parents of special education junior high school age children or in career education programs. Based on Table 17 data, it can be concluded that most or all of the trainers have had group leadership experience with parents of special education junior high school youngsters (100%, District 13 v. 89%, District 23). Involvement in career education programs, in the past, was experienced by the trainers from both districts to a considerably lesser degree (44%, District 13 v. 56%, District 23).

TABLE 15
Percentage of Trainers by Self-Designated Job Title
Fall, 1985 — Districts 13 and 23

Job Title	Percentage	
	13*	23*
Teacher — JHS	33.4	11.1
Teacher — MIS II, JHS	11.1	0.0
Teacher — Intermediate School, MIS II	11.1	11.1
Resource Room Teacher	11.1	0.0
Teacher Trainer	11.1	0.0
Special Education Teacher	11.1	11.2
CIT (Crisis Intervention Teacher)	11.1	11.1
Special Education Teacher -- MIS I, Intermediate School	0.0	11.1
Community School Board Officer	0.0	11.1
Special Education Supervisor	0.0	11.1
Settlement House Association Director	0.0	11.1
Bilingual Coordinator	0.0	11.1
Total	100.0	100.0

*N = 9

TABLE 16
Percentage of Trainers with Special Education Experience
Fall 1985 — Districts 13 and 23

	Percentage	
Nature of Experience	13*	23**
Teacher — Elementary	5.9	6.7
Teacher — JHS	23.4	33.3
CIT (Crisis Intervention Teacher)	0.0	6.7
Teacher — Other	35.3	6.7
Supervisor — SE	0.0	6.7
Camp Counselor	5.9	0.0
Recreation Leader	5.9	0.0
Teacher Trainer	5.9	6.7
Resource Room Teacher	5.9	13.3
Group Teacher	5.9	6.7
No experience previously and/or currently	5.9	13.3
Total	100.0	100.0

*N = 17; ** N= 15; Individual trainer may appear in more than one category.

Table 18, which appears on the same page with Table 17, contains similar percentages on an organizational level by indicating the proportion of trainers that worked in schools or organizations providing career education to parents and/or students, as well as the extent of the organization's contact with other agencies. District 23's trainers reported higher percentages of "career education activities -- students" and "contact with other agencies" than did District 13 trainers. Both districts' trainers indicated a dearth of activities which respond to the need of parents for career education to assist their children.

TABLE 17
Percentage of Trainers with Relevant Parent Leadership or Career Education Experience
Fall 1985 — Districts 13 and 23

	Percentage	
Type of Experience	13	23
J.H.S. Parent -- Special Education	100.0	88.9
Career Education	44.4	55.6

TABLE 18
Percentage of Trainers Working in Organizations Providing Career Education Services and/or Maintaining Contact with Other Agencies
Fall 1985 — Districts 13 and 23

	Percentage	
Service	13	23
Career Education -- Students	44.4	66.7
Career Education -- Parents	22.2	22.2
Contact with Other Agencies	11.1	66.7

Table 19, on page 37, gives the pre-test mean ratings for trainers who indicated their comfort levels on eight concepts involving knowledge, skills, and attitudes towards working with special education parents on the subject of career education. A 4-point, Likert-type rating scale was used, where "1" indicated the trainer was uncomfortable with the concept and "4" indicated the trainer was very comfortable.

On an overall basis, the mean ratings for all 8 concepts in toto by trainers in both districts were almost identical. When taken into consideration as separate concepts, however, concepts f. and g. relating to "content knowledge" received the lowest ratings, suggesting that trainers felt the greatest need for training in factual and cognitive areas. The trainers in both groups showed a very positive orientation toward the concept of "parents as career educators of their own childen." They, also, perceived themselves as individuals possessing some skills necessary for parent leadership and having the flexibility to "adapt" these skills "to a special education population."

2. Trainer Post-Survey, Fall Cycle

   a. Fall cycle, Post-Survey -- The purpose of this survey instrument was to evaluate the impact of training seminars and workshops on trainers' perceptions of their leadership skills, opinions concerning the effectiveness of training, and future plans for conducting similar career development workshops.

TABLE 19
Pre-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Fall 1985 — Districts 13 and 23

Concept	Mean Rating by District 13	 23
a. It is worthwhile to involve parents as career educators of their own children.	3.89	2.67
b. Parents should be advocates for their own children.*	3.44	3.00
c. I have the skills to work with parents in small groups.	3.22	3.22
d. I have the skills to work with parents in large groups.	3.11	3.22
e. I have the skills to work with parents on a one-one basis.	3.44	3.78
f. I possess sufficient content knowledge in the career education area to help train parents as career educators.	2.56	2.89
g. I have the skills and content knowledge to train parents to become advocates for their own children.*	2.44	2.56
h. I can adapt my skills and knowledge to a special education population.+	3.44	3.22
Mean Rating for 8 Concepts	3.19	3.20

*Not included on the post-test form.

+Reworded on post-test.

Table 20, on the following page, gives post-test mean ratings to indicate comfort levels on eight concepts, following training, involving knowledge, skills, and attitudes toward working on career education with special education parents. Five of the concepts measured on the post-test were identical with those assessed by the pre-test (i.e. worth of involving parents as career educators of their own children; skills to work with parents in small groups, large groups, and on-to-one; content knowledge to help train parents as career educators). When mean ratings on the pre- and post-tests wee compared for these five concepts, they were generally higher in favor of the post-test. (See Table 19 for pre-test mean ratings.) Post-test concepts f, g, and h attempted to assess trainers' perceptions of their skills, content knowledge, and experience when utilized with special education parents from mainstream, bicultural, and/or limited English language ability. Thw lowest mean ratings were obtained from trainers' data in both districts for the concept "utilize my experience with parents of special education students who also have limited English language skills." This finding is consistent with the backgrounds of most trainers, who are fluent only in English.

It should be noted from comparing the overall mean ratings of pre- and post-tests that both districts' trainers perceive themselves to be more skillful and knowledgeable in terms of parent leadership and career education as the result of training.

TABLE 20
Post-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Fall 1985 — Districts 13 and 23

	Concept	Mean Rating by District 13	Mean Rating by District 23
a.	It is worthwhile to involve parents as career educators of their own children.	4.00	4.00
b.	I have the skills to work with parents in small groups.	3.75	3.60
c.	I have the skills to work with parents in large groups.	3.13	3.60
d.	I have the skills to work with parents on a one-to-one basis.	3.75	3.80
e.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	3.25	3.20
f.	I have the skills and content knowledge to use my experience with parents of a special education population.	3.38	3.80
g.	I have the skills to utilize my experience with a bi-cultural population.	3.63	3.60
h.	I have the skills to utilize my experience with parents of special education students who also have limited English language skills.	2.63	2.80
	Mean Rating for 8 Concepts	3.44	3.55

The bulk of this post-survey form was open-ended, providing opportunities for trainers to respond to questions, give general reactions, and assess various techniques used in the parent workshops. The following results were obtained from four questions posed by the survey:

a. As a result of participating in the program what did you learn about yourself as a parent-group leader?

District 13's trainers responded in two ways about self-learning -- one, to express confidence in group leadership skills; the other, to express needs for additional training. Those who focused on the effectiveness of their skills said, for example,

> "I learned that my years of experience, training and knowledge of community resources place me in a position to help lead these types of training programs."
>
> "I've learned that I'm capable of working well with parents in a group setting."
>
> "I learned that I am an effective communicator . . . with ability to guide, be tactful and diplomatic."

Those trainers with perceived needs said,

> "It is necessary for me . . . to forget past failures with parents in this sociocultural group."
>
> "I am still unaware of many resources, skills, and approaches that make a good group leader with parents."

As a group, trainers from District 23 were more optimistic about the effectiveness of training and their skills as group leaders. Representative statements were,

> "I have the ability to work with difficult parents."
>
> "I've learned that I'm able to lead a group of parents into understanding and working with their youngsters for planning the future."

> "I now realize that I have many of the positive qualities essential for a leadership role. . ."

> ". . . I have empathy with parents and am familiar with their frustrations."

> "It reinforced by belief and my confidence in dealing with parents."

b. In what ways did the program change your ideas about the needs of special education students?

Several trainers from District 13 indicated that there had been little change because they came into the program with awareness and sensitivity to these parents' needs. Most of the trainers, however, admitted to dramatic changes saying, for example,

> "I found that some parents do care."

> "Changed my previous notion that parents were unconcerned."

> "It was clear that the parents were as concerned about their own careers as the future jobs of their kids. . . The brighter parents all are also more flexible and open to new ideas."

> "The needs were far greater than I expected of the parents."

Trainers from District 23 defined their growth in terms of recognizing parents' needs for information more effectively. For example, trainers said,

> "This program changed some of my ideas about the needs and interests of parents of special education students. Parents are still unsure about why their child was put in special education. There are many places where these parents can get that extra help."

> "Parents are not aware of the many facilities available to them and their children. Originally, I felt parents were well informed. Now I see workshops as a major vehicle to bring parents up-to-date on the issues involved and to participate actively in the decision-making process involving career choices of their children with special needs."

c. Other than in the workshops with parents or with the child with whom your practiced the exercises, have you tried any of the career education exercises/activities that were used in the workshops?

Responses of trainers in both districts ran the gamut from "none" or "not applicable" to enthusiastic and regular use of activities with students, parents, colleagues, friends, and, even, a fiancee in need of decision-making skills.

In District 13, typical comments were,

> "I benefited from exposure to materials developed in this program. I increased my awareness of other forms and tools to use in parent awareness workshops. I meet with students daily. I use a variety of materials I've collected or developed."
>
> "Picture sorting with children in my class."
>
> "Practiced skills with friends who are parents. They were amazed at how much they were missing. Some showed up at some of the workshops."
>
> "I tried the activities with my students. They enjoyed the activities, e.g., choosing their careers."

Trainers from District 23 made the following representative comments:

> "I tried out a few of the activities with my students (Grade 8 -- Special Education) - especially the choice of careers using the picture clues."
>
> "I've tried the different pictures of careers choices with a few students in my class. I observed that they were highly motivated by the exercise and they enjoyed it. Oral discussion on why they made specific choices generally showed some understanding of what the selected jobs entail. The need for a wider selection was also evident."

d. In what ways has your participation in this program generated plans to use the workshop or related activities with the parents, colleagues, students, etc. at your school or organization?

Trainers in both districts referred to a wide variety of upcoming school events (career day, career fair, parent workshops, teacher training, parent needs assessment, PTA liaison sessions) where the career education curriculum and parent group leadership skills would be used in the planning and implementing phase of programs. The most unusual response came from a District 23 trainer who said,

> "We are opening a home for homeless young ladies ages 16-21. I am positive this program will have merit for these clients. We plan to use the workshops for this clientele."

Further data were generated by the Trainer Post-Survey under the heading GENERAL REACTIONS. The purpose of this part of the post-survey was to measure program effectiveness in four areas:

- strengths and needs improvement;
- specific techniques (e.g., resource people, small group activities, paired co-trainers);
- most important training aspect of skill building, and
- least important training aspect of skill building.

a. Looking back at the meeting for trainers held before and after the sessions for parents, list the main strengths and areas that need improvement (for example, modeling techniques, debriefing of previous workshops, sharing of trainer experiences, planning and print materials):

All trainers considered the use of modeling techniques as highpoints of the training. In addition, trainers were enthuiastic about the well-planned and well-organized sessions conducted by competent and knowledgeable project staff members. Other strengths mentioned related to the rapport established, which encouraged openness and sharing among participants.

There were mixed reactions to debriefing periods for previous workshop activities; trainers were split with some calling this activity "meaningful," while others thought improvement was needed to make it effective. The most negative comment in this section of the post-survey was that "speakers" should be "more emotionally attuned to the population addressed."

b. Describe the ways each of the following techniques contributed to the overall effectiveness of the parent workshops:

- Presentations of resource people to the large group -- Most trainers were favorably disposed to the resource people who attended and to the quality of their presentations. Representative positive comments from District 13 trainers were that

> "They gave parents vital information."
>
> "It gave parents chance to question individuals they normally would not meet."
>
> "Presentations were well done. Simple language and expert experiences."
>
> "Specific information about City resources showed there are people and places to go to for support and help after the seminars are over."

Some District 13 expressed caveats about resource people saying,

> "A greater effort should made to screen resource people to determine content relevance and to brief them on the population being addressed."
>
> "I felt parents may have been overwhelmed by the number of 'professionals' in the room. Perhaps meeting with just parents and leaders could help."

District 23 trainers echoed the sentiments expressed by those from District 13. The trainers in District 23 had additional positive statements about resource people which related to the high quality of printed materials distributed and to the well planned presentations offered.

- Small group activities -- Trainers in both districts agreed on the effectiveness of small group activities as providers of opportunities for parents to discuss their concerns, share experiences, and practice career development activities they were expected to do as "homework" with their children. Typical comments were,

  > "Very good because we shared ideas. Not enough time allowed."
  >
  > "Very helpful in getting ideas across to parents."
  >
  > "Developed good interpersonal relationships."
  >
  > "Made many parents feel more comfortable about speaking and asking questions."

- Use of paired co-trainers -- All parent groups were run by two or more trainers. Reaction to this procedures was almost universally positive with trainers saying,

  > "Gave trainers support and confidence that they normally wouldn't have to lead a group."
  >
  > "Helped when some ideas or thoughts were difficult to discuss."
  >
  > "It was often helpful in getting a more well-rounded perspective."
  >
  > "Excellent technique."
  >
  > "We gained tremendously from this."

A few noncommittal or negative reactions were also expressed. For example, trainers said,

> "Prefer to work alone."
>
> "Trainers should be matched so they complement each other."
>
> "Co-trainers should have time to prepare."

> "Parents sometimes 'open-up' with one trainer, whereas they may have been hesitant with others."

- Presence of trainer-observers -- This program component seemed to be the most controversial. Trainer-observers elicited either high praise or negative comments from trainers in both districts. Trainers who felt positive about the presence of trainer-observers indicated that they were,

> "Good resource people for on-the-spot problems and for follow-up discussions."
>
> "Helpful to put trainers on track and stop digression."
>
> "Enablers who helped trainer become better through observation."
>
> "Able to strengthen weak points."
>
> "A very good idea."
>
> "Good -- gave me an opportunity to compare notes, share ideas -- a learning experience."
>
> "Effective -- a way to receive additional input."

On the negative side, some trainers felt burdened and uncomfortable with the presence of trainer-observers. These trainers said,

> "There were so few parents that the trainer-observers made it seem too lopsided -- heavy, heavy," (District 13)
>
> "Constraining and restrictive."
>
> "Could become useful if observers were not hesitant to make constructive suggestions and/or criticisms after workshops ended."
>
> ". . . they could benefit from specific instruction on how to do their assignments."

- Print materials given to parents -- All trainers indicated that printed materials provided parents with essential information in writing that could be used currently and referred to later as needed. Representative comments were:

> "The materials that were given out I found very helpful not only to the parents but also for myself."
>
> "The materials were well-prepared and to the point."
>
> "Reinforcement of learning."
>
> "Gave parents hands-on materials to use with their children."

- "Giving testimony" at the end of each session -- Most trainers in both districts felt this to be a "helpful and effective" way to end sessions. Typical positive comments were,

> "Giving testimony had the effect of releasing emotions and bringing the group together."
>
> "Enabled everyone to voice their opinions."
>
> "That part was good. To hear a parent say how much he/she enjoyed the session, and how the activity was used with a child."
>
> "Good for people who are not uneasy about speaking out -- also helps to relieve uneasiness."

On the negative side, some trainers found this activity "awkward" or "difficult with so few parents" (District 13). It should be noted that several trainers left this part of the survey blank, even though they responded to everything else on the form.

c. In your opinion, what aspect of the program stands out as important to you in becoming an effective trainer?

All of the program components were mentioned by some trainers as the most important for becoming an effective trainer. Some trainers made global statements indicating that "all of the program" components were essential to good group leadership. Many trainers cited "modeling techniques," "career education information/resources," "co-leadership opportunities," and the practicum experience as program highlights. At least one trainer included "debriefing," "small group activities," "workshop organization," and "having students present when guest speakers appeared" as factors conducive to effective group leadership.

d. In your opinion, what aspect of the program was least effective developing your skills as a trainer?

Most trainers made comments such as "nothing to change" or "this work had a positive approach and outlook" because they were overwhelmingly pleased with the quality, content, organization, and presentation of training. Several trainers made the following suggestions:

> "More community outreach and promotion of the program would have perhaps increased parent attendance."
>
> "I felt that career speakers should have been able to help high school and junior high school students with employment."

One trainer chose to include a summary statement in this section which pehaps exemplifies the overall perceptions of trainers about this program -- "Thank you for the opportunity to learn and to assist others to learn. It was a pleasure to work with you."

E. Spring 1986 Cycle

Data for the Fall 1985 Cycle were presented in detail for both parents and trainers in Districts 13 and 23. A variety of reporting styles was used, e.g., listing of individual rather than group scores, setting forth separate pre- and post-survey tables, as well as presenting and comparing group means.

This section of the evaluation will report Spring 1986 data from Districts 15 and 19 using a similar but not identical format. For example, more data will be presented in group context and pre-/post-survey summaries will appear in the same table, if possible. Overall succinctness and referencing to Fall 1985 explanations will be utilized to avoid redundance. Where appropriate, comparisons between Fall 1985 and Spring 1986 data will be made.

1. Parent Surveys

This survey was administered to the parents of Districts 15 and 19 on a pre-and post-basis for the purpose of measuring three areas: parents' knowledge of and attitudes about special education law and procedures; their present/future special education activities, and their attitudes/beliefs concerning individuals with handicapping conditions.

Table 21, on the following page, presents pre- and post-survey data for both districts concerning parents' knowledge and understanding of special education law and procedures. When the parents in both districts responded to the pre-survey, administered prior to presentation of the first workshop, they had a "poor" knowledge and understanding of special education law and procedures.

TABLE 21
Parents' Knowledge and Understanding of Special Education Law and Procedures
Pre- and Post-Survey True/False Correct Items by District Means*
Spring 1986

District	Correct Item Mean Pre-Survey	No. of Parents	Correct Item Mean Post-Survey	No. of Parents
15	50.00	27	81.1	19
19	56.3	16	81.5	13

* Raw scores based on 100 for perfect rating.

After five sessions of workshop training, both groups of parents improved their knowledge and understanding to "good" or "above average." Comparison of these data with Fall 1985 findings revealed the following information:

District	Pre-test Mean	Post-test Mean	Mean Difference
13 (Fall)	52.5	80.0	+27.5
23 (Fall)	53.8	70.0	+16.2
15 (Spring)	50.0	81.1	+31.1
19 (Spring)	56.3	81.5	+25.2

As a result of training, all four districts made substantial gains in learning about special education law and procedures; District 15 posted the largest gain (+31.1); District 23, the least (+16.2).

Table 22 on the following page indicates findings related to parents' present/future special education activities. Findings are presented in terms of pre-and post-survey percentages for parents performing these activities, separated by district. Pre-test data indicate that parents were reluctant to engage in special education activities on a regular and an ongoing basis. This fact is verified by the percentage of parents who responded in the "often" category or failed to answer. It should be noted that the parents in District 19 appear even less assertive than those in District 15 with regard to frequent involvement in designated special education and career development with the school, other organizations, and their own children.

Post-survey data show that workshop training had an appreciable effect on the parents in both districts in terms of how "often" special education and career development activities were performed. Parents in both districts acknowledged their greater commitment to "often" attending parent-meetings, going to community organizations, and working with their children and agencies about careers, for example, thus pointing to increased awareness of special education responsibilities and greater assertiveness in responding to parental demands.

During the Fall Cycle, when the project conducted workshops in Districts 13 and 23, similar results were obtained. (See Tables 4 and 11, pages 16 and 27.) Based on the pre-and post-survey data collected from all four districts, during the Fall 1985 and Spring 1986 program cycles, it can be concluded that parents made learning gains, which are attributable to training, concerning ways to work more effectively with the school, outside agencies, and their children to obtain services for the enhancement of career development plans, processes, and procedures.

TABLE 22
Parents' Present/Future Special Education Activities Pre- and Post-Survey Percentages by District
Spring 1986

		RESPONSE (By Percentage of Parents)									
		Often		Sometimes		Not Often		Plan To		No/No Answer	
Item		**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
Working with school to plan child's EIP											
District	15	22.2	47.4	25.9	42.1	18.6	5.3	29.6	5.3	3.7	0.0
	19	12.5	30.8	37.5	38.5	12.5	23.1	25.0	7.6	12.5	0.0
Go to school's parent meeting											
District	15	48.2	78.9	25.9	21.1	14.8	0.0	11.1	0.0	0.0	0.0
	19	12.5	53.8	25.0	15.5	25.0	15.5	37.5	7.6	0.0	7.6
Make suggestion chid's schooling											
District	15	25.9	42.1	25.9	26.3	7.5	26.3	25.9	5.4	14.8	0.0
	19	25.0	53.8	6.3	31.0	18.7	7.6	25.0	7.6	25.0	0.0
Go to community organizations											
District	15	33.3	57.9	18.5	26.3	22.2	15.8	18.5	0.0	7.5	0.0
	19	6.3	31.0	12.5	53.8	43.7	7.6	31.2	0.0	6.3	7.6
Learn about [illegible]cial rights											
[illegible]strict	15	55.5	78.9	14.8	21.1	11.1	0.0	11.1	0.0	7.5	0.0
	19	37.5	53.8	18.7	38.5	12.5	7.6	25.0	0.0	6.3	0.0
Show child career books & magazines											
District	15	51.9	78.9	5.4	10.5	18.6	10.5	7.5	0.0	16.6	0.0
	19	37.5	53.8	25.0	31.0	18.7	7.6	25.0	7.6	0.0	0.0
Get chld to tell me about likes/ dislikes											
District	15	51.9	52.6	25.9	47.4	3.7	0.0	7.5	0.0	11.1	0.0
	19	68.8	76.9	25.0	15.4	0.0	7.6	6.3	0.0	0.0	0.0
Talk to people about right kind of job											
District	15	48.2	52.6	14.8	31.6	11.1	10.5	11.1	5.4	14.8	0.0
	19	18.7	31.0	25.0	31.0	18.7	15.5	37.5	22.5	0.0	0.0
Talk about the kind of job my child could do											
District	15	51.9	78.9	14.8	21.1	7.5	0.0	18.6	0.0	7.5	0.0
	19	31.3	76.9	18.7	7.6	12.5	0.0	37.5	15.4	0.0	0.0
[illegible]earn about differnt H.S. program											
District	15	37.0	52.6	14.8	47.4	11.1	0.0	29.6	0.0	7.5	0.0
	19	25.0	31.0	12.5	31.0	6.3	22.5	43.7	15.4	12.5	0.0

Data in Table 23 (page 54) present pre- and post-survey responses of parents concerning their attitudes/beliefs concerning individuals with handicapping conditions. These data are set forth in terms of means for correct items scored on "disagree/agree" statements. Based on the higher mean scores obtained in favor of the post-test, it can be assumed that parents in both districts became more aware, knowledgeable, and understanding of the problems, concerns, needs, and aspirations of youth with handicapping conditions as the result of exposure to workshop experiences. A similar growth pattern was observable, during the Fall 1985 program cycle, when parents in Districts 13 and 23 showed appreciable change in attitudes/beliefs concerning individuals with handicapping conditions (Table 5, page 17 and Table 12, page 28) as follows:

	Correct Item Mean		**Mean Post-test**
	Pre-test	**Post-test**	**Gain**
District 13	77.3	83.3	+6.0
District 23	69.7	81.0	+11.3

While all four districts showed gains in favor of the post-test mean, District 23 achieved the greatest change (+11.3) and District 19 the least (+5.4).

Two additional checklist areas were added to the post-test because of their relevance to program completion: usefulness of seven items "we did or talked about"; applicability of 15 career development and/or special education summary statements to program participants.

TABLE 23
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions
Pre- and Post-Survey Disagree/Agree Items by District Means*
Spring 1986

District	Correct Item Mean Pre-Survey	No. of Parents	Correct Item Mean Post-Survey	No. of Parents	Mean Post-test Gain
15	75.9	27	82.7	19	+6.8
19	78.1	16	83.5	13	+5.4

*Raw scale based on 100 for perfect rating.

Table 24, on the following page, gives the parents' perceptions of "usefulness" of workshop activities by district, number of responses, and percentage of responses. By and large, parents in both districts perceived the workshop activities to be "very useful," with District 15 participants responding in the "above average" to "outstanding" categories throughout (range of response from 78.9% to 94.7%). Parents in District 19 responded in the "very useful" category less frequently than their District 15 counterparts (range of District 15 response from 53.8% to 84.6). Comparisons with District 13 and District 23 responses may be made by referring to Table 13 (page 29).

The data in Table 25 (pages 57 and 58) present summaries of parent responses by percentage to 15 statements related to workshop participation. On the whole, parents gave responses that indicated training had had an impact on their knowledge about and performance of activities

TABLE 24
Parents' Perceptions of Usefulness of Workshop Activities — Post-Test
Districts 15 and 19
Spring 1986

Item	Not Very Useful		A Little Useful		Very Useful	
	No.	%	No.	%	No.	%
Getting information from speakers to help my child						
District 15*	1	5.3	1	5.3	17	89.4
District 19**	1	7.7	2	15.4	10	76.9
Getting information about careers and training that might be useful for myself						
District 15	3	15.8	0	0.0	16	84.2
District 19	2	15.4	4	30.8	7	53.8
Getting things to read						
District 15	1	5.3	0	0.0	18	94.7
District 19	1	7.7	4	30.8	8	61.5
Asking questions about my own child						
District 15	3	15.8	1	5.3	15	78.9
District 19	0	0.0	2	15.4	11	84.6
Listening to other parents talk about their children						
District 15	1	5.3	2	10.5	16	84.2
District 19	0	0.0	3	23.1	10	76.9
Talking with other parents in the small group about our experiences on the "homework"						
District 15	1	5.3	1	5.3	17	89.3
District 19	1	7.7	3	23.1	9	69.2
Practicing the career planning activities in the small group						
District 15	1	5.3	0	0.0	18	94.7
District 19	0	0.0	4	30.8	9	69.2

*N = 19
**N = 13

to help their children, e.g., increased awareness of where to obtain information about careers, high school diploma requirements, and special education programs. Fewer parents were as enthusiastic about their own career plans and/or further schooling needed to realize these goals. Parents were unanimous about the quality of training which would enable them to recommend the program (100% of parents in all four districts both Spring 1986 and Fall 1985, Table 14 on page 30). In general, parents seemed ambivalent about the school's diagnosis of their child's disabililty, often questioning the appropriateness of special education placement.

When the post-survey gave Spring 1986 parents opportunities to complete open-ended statements about what was learned and what still needed to be learned, their comments were consistent with those of counterparts in the Fall 1985 program (pages 25-26). Parents in District 15 and 19 described the program in their own words as "very important learning experience." In response to the question "6. What new thing did you learn about your child through this program?" many parents cited what they had learned about career opportunities of which they had been unaware. For example, parents stated:

> "I learned what some of my child's interests are for the first time."
>
> "Because of our career talks, I became closer to my child."
>
> "I learned that he had more potential than I gave him credit for."
>
> "I learned how to really help my child."

Parents seemed to have an expanded view of the kinds of jobs their children might do (Question 8 "What kind of work do you think your child can do?") as the result of career development discussions and activities in

TABLE 25
Parent Responses to Yes/No Statements Related to Workshop Participation — Post-Test
Districts 15 and 19
Spring 1986

	Response			
	Yes		No	
Item	**No.**	**%**	**No.**	**%**
I would recommend this program to another parent.				
District 15*	19	100.0	0	0.0
District 19**	13	100.0	0	0.0
This program showed me there are people and organizations to help my child find a job.				
District 15	18	94.7	1	5.3
District 19	13	100.0	0	0.0
Because of this program, I have a better idea of requirements to get a high school diploma.				
District 15	16	84.2	3	15.8
District 19	13	100.0	0	0.0
Because of this program, I am more familiar with what H.S. programs have to offer in special education.				
District 15	17	89.4	2	10.6
District 19	13	100.0	0	0.0
I tried some of the activities with my child.				
District 15	17	89.4	2	10.6
District 19	12	92.3	1	7.7
I contacted organizations that sent people to the meeting.				
District 15	12	63.2	7	36.8
District 19	11	84.6	2	15.4

Note: (continued on next page)

	Response			
	Yes		No	
Item	**No.**	**%**	**No.**	**%**
I know more about what careers my child is interested in because of the program.				
District 15	17	89.4	2	10.6
District 19	13	100.0	0	0.0
I am better able to help my child decide on a career because of this program.				
District 15	17	89.4	2	10.6
District 19	12	92.3	1	7.7
Because of this program, I know more about the kinds of jobs that are right for my child.				
District 15	16	84.2	3	15.8
District 19	13	100.0	0	0.0
I agree with what the school says is my child's disability.				
District 15	13	68.4	6	31.6
District 19	10	76.9	3	23.1
I have been thinking about changing careers for myself.				
District 15	12	63.2	7	36.8
District 19	10	76.9	3	23.1
I have been thinking about going back to school.				
District 15	14	73.7	5	26.3
District 19	10	76.9	3	23.1
I am currently working outside my home.				
District 15	9	47.4	10	52.6
District 19	4	30.8	9	69.2
I am currently a student.				
District 15	7	36.8	12	63.2
District 19	4	30.8	9	69.2
I am active in one or more community organization such as PTA, church groups, advocacy groups, etc.				
District 15	12	63.2	7	36.8
District 19	9	69.2	4	30.8

*N = 19
**N = 13

the workshops. Verbatim comments made by parents included:

> "Work with children in day care centers."
>
> "Commercial art."
>
> "Possibly something with computers. He enjoys working with ours at home."
>
> "Filing. General office clerical work."

District 15 and District 19 parents expressed similar needs to those written by Fall 1985 participants when they answered question 10 "What else would you like to learn about?" Anxieties and uncertainties about being a "good" and "understanding" parent as the child entered adolescence and became more difficult were expressed. In addition, parental needs for coping with frustrations and helping children do the same were mentioned. Verbatim comments in this area reflected concerns about special education students' present as well as future development.

For example, parents stated:

> "I would like to learn how to become more understanding of the needs of my child."
>
> "I want to know about housing for special children."
>
> "Marriage prospects"
>
> "All the special programs available to my child."
>
> "Knowing about more Spanish speakers and brochures."

All of the parents in districts 15 and 19 were in favor of continuing workshop training. It had provided them with information about career development and special education programs, in addition to fostering meaningful relationships with other parents with similar problems and concerns.

2. Parent-End-of-Session Ratings

These rating forms were constructed to measure parent attitudes and knowledge, trainer effectiveness, and practicality of workshop content. Because rating forms were completed at the end of sessions 2, 3, and 4, trainers were provided with "user feedback" or formative evaluative data concerning positive and negative aspects of workshop presentations.

Table 26 (page 61) presents the mean ratings for five workshop characteristics, in addition to an overall session mean rating. A three-point, Likert-type scale (3 = very good, 2 = somewhat good, 1 = not very good) was used for rating workshop attributes. As shown, respondents were highly positive about the "worthwhileness," "value of speakers," and "interesting" aspects of the workshops. They were less enthusiastic abut the usefulness of "career ideas" which they were to try out with their children at home. Whenever a parent found fault with "meeting length," he/she regarded the session as "too short," thus expressing dissatisfaction because they wanted more time for participation.

Table 27, on page 62, gives respondents' mean rating for usefulness of the "things we did or talked about" for sessions 2, 3, and 4. Each of the seven items was rated on a 3-point scale: 1-not very useful; 2=a little useful, and 3=very useful. The tabular presentation indicates that respondents were positive and enthusiastic about the workshop offerings. Their ratings were consistent with those of Fall 1985 parents (Table 7, page 20). It should be noted that the least favorable ratings were given by all four districts in both Fall 1985 and Spring 1986 for the category "getting information about training and careers that might be useful for myself."

TABLE 26
Mean Value of Workshop Sessions Rated by Parents
Spring 1986, Districts 15 and 19*

	2		3		4		3-Session Mean	
Item	D 15	D 19	D15	D 19	D 15	D 19	D 15	D 19
Worthwhileness	3.00	2.50	2.82	2.69	2.86	2.87	2.89	2.69
Interest	3.00	2.70	2.91	2.77	2.86	2.87	2.92	2.78
Value of Speakers	2.92	2.60	2.82	2.77	2.86	2.73	2.87	2.70
Usefulness of Career Ideas	2.62	2.60	2.45	2.54	2.71	2.47	2.59	2.54
Meeting Length	2.84	2.70	3.00	2.77	2.79	3.00	2.88	2.82
Session Mean Rating	2.88	2.62	2.80	2.71	2.82	2.79	2.83	2.71
Size of N	13	10	11	13	14	15		

*97.4% of District 15 parents indicated they "would recommed today's meeting to a friend;" 92.1% of District 19 chose to "recommend."

TABLE 27
Mean Ratings by Parents of Workshop Activities Spring 1986, Districts 15 and 19

	Session Number			
Item	2	3	4	Item 3-Session Mean
Getting information from speakers about my child				
District 15	2.85	2.82	2.71	2.79
District 19	2.69	2.60	2.80	2.70
Getting information about training and careers that might be useful for myself				
District 15	2.46	2.64	2.64	2.58
District 19	2.77	2.20	2.47	2.48
Getting things to read				
District 15	3.00	2.73	2.93	2.89
District 19	2.46	2.70	2.53	2.56
Asking questions about my own child				
District 15	2.85	2.82	2.64	2.77
District 19	2.62	2.80	2.67	2.70
Listening to other parents talk about their children				
District 15	2.92	2.82	2.86	2.87
District 19	2.62	2.80	2.67	2.70
Talking with other parents in the small group about our experiences on the "homework"				
District 15	2.92	2.73	2.93	2.86
District 19	2.46	2.90	2.60	2.65
Practicing the career planning activities in the small group				
District 15	2.78	2.91	2.86	2.85
District 19	2.62	2.90	2.87	2.80
Session Mean Rating				
District 15	2.83	2.78	2.80	2.80
District 19	2.61	2.70	2.66	2.67
Size of N				
District 15	13	11	14	
District 19	13	10	15	

Parents probably enter these workshops for the primary purpose of obtaining information to assist their youngsters with handicapping conditions make entry into the world of work; therefore, they may be less motivated concerning their own career development and plans.

Table 28, on the following page, presents parents' ratings of small group activities, largely as a function of trainer attitude, competence, and skill. A 3-point scale was used (3=always, 2=sometimes, 1=never). Trainers were perceived to be highly competent and attitudinally well suited to small group training. Parents in District 15 and 19 concurred with those in Districts 13 and 23 (Fall 1985, Table 8, page 21) in positive ratings of trainer understanding, knowledge, and ability to create a comfortable group setting.

Table 29, which appears on pages 65 and 66, contains parent mean ratings for "things we learned" at sessions 2, 3, and 4, based on a 3-point scale (3=learned a lot, 2=learned a little, 1=did not learn much). Spring 1986 parents agreed with those trained in Fall 1985 (Table 9, page 22) that they had learned valuable information about ways to work with their children at home, as well as through schools and other organizations. Parents from all four districts seemed to need additional training concerning "what business looks for in workers."

Parents in District 15 and 19 responded to open-ended statements concerning aspects of each workshop they liked best, those needing improvement, and those requiring clarification or additional information by making the following representative comments:

TABLE 28
Parent Mean Ratings of Small Group Processes and Activities
Spring 1986, Districts 15 and 19

Item	Session Number			Item 3-Session Mean
	2	3	4	
Leader listened.				
District 15	3.00	3.00	2.86	2.95
District 19	2.92	3.00	2.87	2.93
Leader gave everyone chance to speak.				
District 15	2.92	3.00	2.93	2.95
District 19	2.85	3.00	2.93	2.93
Leader understood parent concerns.				
District 15	2.85	3.00	2.93	2.93
District 19	2.92	3.00	2.93	2.95
Leader offered good suggestions.				
District 15	2.78	2.91	2.93	2.87
District 19	2.85	2.90	2.87	2.87
There was good group feeling.				
District 15	3.00	3.00	2.93	2.98
District 19	2.78	2.80	2.73	2.77
I was comfortable speaking.				
District 15	3.00	3.00	2.86	2.95
Disrict 19	2.69	2.90	2.93	2.84
I understood what the leader talked about.				
District 15	2.85	2.91	2.93	2.90
District 19	2.85	2.90	2.80	2.85
Session Mean Rating				
District 15	2.91	2.94	2.91	2.92
District 19	2.84	2.93	2.87	2.88
Size of N				
District 15	13	11	14	
District 19	13	10	15	

TABLE 29
Mean Rating of Parents' Learning at Sessions 2, 3, and 4
Spring 1986 — Districts 15 and 19

Item	Session Number 2	3	4	Item 3-Session Mean
What schools do for students with special needs				
District 15	2.46	2.56	2.64	2.55
District 19	2.08	2.30	2.27	2.22
What other organizations do for students with special needs				
District 15	2.62	2.45	2.71	2.59
District 19	2.15	2.40	2.80	2.45
Where I can get help for my child or my family when we have problems				
District 15	2.54	2.64	2.71	2.63
District 19	2.08	2.10	2.73	2.30
How to work with other parents				
District 15	2.69	3.00	2.57	2.75
District 19	2.23	2.20	2.73	2.39
How to work with other organizations to help my child				
District 15	2.62	2.36	2.64	2.54
District 19	2.23	2.20	2.47	2.23
How to work with schools to help my child				
District 15	2.62	2.82	2.57	2.67
District 19	2.23	2.20	2.80	2.41
Things I can do at home to help my child learn about his/her interests and abilities				
District 15	2.54	2.73	2.71	2.66
District 19	2.23	2.50	2.60	2.44
What kinds of jobs might be available for my child				
District 15	2.38	2.82	2.57	2.59
District 19	2.23	2.20	2.60	2.34

Note: (continued on next page)

	Session Number			
Item	2	3	4	Item 3-Session Mean
What kinds of training is needed for different careers				
District 15	2.38	2.82	2.50	2.57
District 19	2.08	2.20	2.47	2.25
What business looks for in workers				
District 15	2.31	2.56	2.50	2.46
District 19	2.31	2.20	2.20	2.24
Session Mean Rating				
District 15	2.52	2.68	2.61	2.60
District 19	2.19	2.25	2.57	2.34
Size of N				
District 15	13	11	14	
District 19	13	10	15	

Best about today's meeting

". . . working in small groups."

"learning about opportunities for my children"

"working with trainers who have genuine interest"

"knowing you can talk to other parents"

"finding out about places where my child will be able to work"

"being able to ask questions"

"being together with other parents telling and informing one another of possibilities for our children"

"learning that all high schools admit special education kids"

"learning how to make future plans for my child"

"having speakers to make presentations"

"getting information about work study"

Things that could have been improved

"getting male involvement and participation. Don't men care?"

"more information about getting jobs"

"finding out more information on different programs in high schools"

"longer meetings"

"more information on the behavior of children"

Questions and additional information needed

"How do we get our children in regular classes?"

"information about higher education for LD's"

"more job information"

"information on hyperactive children — How to handle the child when he/she comes off medication? What to do when they act out?"

"give an example of high school special education student's day"

"training parents to recognize early signs (ages 2-4) of retardation or emotional disturbance"

On the whole, Spring 1986 parents shared similar anxieties and concerns as those expressed in the Fall 1985 workshops (pages 23 and 24). Parents in both cycles revealed positive feelings about program effectiveness. Most of the time, when negative feelings were mentioned, they indicated parents' thirst for more of what was offered and more time for participation.

3. Trainer Data

a. Trainer Pre-Survey -- These pre-survey forms were developed to yield data concerning the educational and professional backgrounds of trainers, experiences in special education, and work with parents of junior high school age children.

Table 30, on the following page, indicates the percentage of trainers in Districts 15 and 19 by self-described job title. District 19 had more than twice as many trainers as District 15, which probably accounts for the greater diversity in job titles.

A breakdown of experience in special education is shown for trainers, by percentage, in Table 31 (page 70). Trainers may appear in more than one category based on the inclusion of both past and present experiences. It was almost universal for each trainer to have had some past and/or current special education professional experience.

TABLE 30
Percentage of Trainers by Self-Designated Job Title
Spring 1986 — Districts 15 and 19

Job Title	Percentage	
	15*	19**
Special Education Teacher --IS or JHS	30.0	47.9
Teacher — MIS I or II, IS or JHS	20.0	17.5
Office of Special Education — Aide	10.0	0.0
Bilingual Guidance Counselor — SE	0.0	4.3
Guidance Counselor — SE	10.0	4.3
Site Coordinator — Alternative School	10.0	0.0
Resource Room Teacher	10.0	8.8
School Psychologist	10.0	0.0
Career Education Teacher	0.0	4.3
Bilingual Special Education Teacher	0.0	4.3
Crisis Intervention Teacher	0.0	4.3
Educational Assistant	0.0	4.3
	100.0	100.0

*N = 10

**N = 23

TABLE 31
Percentage of Trainers with Special Education Experiences Spring 1986 -- Districts 15 and 19

Nature of Experience	Percentage 15*	 19**
Teacher -- EH or NIEH	35.9	44.7
Teacher -- LD	7.1	20.6
Teaching Assistant -- EH	7.1	0.0
Site Coordinator -- EH	7.1	0.0
Reading Specialist -- EH or LD	7.1	10.3
Guidance Counselor -- EH	7.1	3.5
Resource Room Teacher -- LD	7.1	3.5
Teacher -- MR	14.4	6.9
School Psychologist -- LD	7.1	0.0
Day Care Teacher -- LD	0.0	3.5
Crisis Intervention Teacher -- EH	0.0	3.5
Bilingual Guidance Counselor -- EH	0.0	3.5
	100.0	100.0

*N = 14

**N = 29

Table 32, on page 72, indicates the percentage of trainers who noted they were either working with parents of special education junior high school age children or in career education programs. On the same page, Table 33 presents data for trainers who work in schools or organizations providing career education to parents and/or students, as well as the degree of contact with other agencies.

It appears from Table 32 that both groups of trainers are highly experienced as workers with special education parents of junior high school age pupils. On the other hand, both groups of trainers have been involved in career education programs to a lesser degree, particularly trainers from District 15.

Table 33 data indicate a higher level of trainer participation in "organizations providing career education services " to students and/or to parents in District 15. In addition, trainers from District 15 all maintain "contact with other agencies" (100%, District 15; 69.2%, District 19). In the explanatory narrative which accompained their responses, both groups of trainers indicated that there were few activities which respond to the need of special education parents for career information, resources, and agencies to assist their children in entering the world of work.

Comparison data for the Fall 1985 cycle are available in Tables 17 and 18 on page 35.

Pre-test mean ratings were obtained from trainers regarding their comfort levels on eight concepts designed to measure knowledge, skills, and attitudes towards working with special education parents on the subject of career education. Tables 34, on page 74, presents the results

TABLE 32
Percentage of Trainers with Relevant Parent Leadership or Career Education Experience
Spring 1986 — Districts 15 and 19

Type of Experience	Percentage	
	15	19
JHS Parent -- Special Education	90.0	100.0
Career Education	30.0	65.2

Table 33
Percentage of Trainers Working in Organizations Providing Career Education Services and/or Maintaining Contact with Other Agencies
Spring 1986 — Districts 15 and 19

Service	Percentage	
	15	19
Career Education — Students	70.0	60.9
Career Education — Parents	50.0	26.1
Contact with Other Agencies	100.0	69.2

from trainers' responses to a 4-point, Likert-type rating scale where "1" indicated the most discomfort with the concept and "4" indicated the least.

The mean ratings for the eight concepts together were similar for trainers in both districts. Concepts d., f., and g. received the lowest ratings, indicating awareness by trainers that they had factual deficits in career education curriculum, as well as in group leadership process and skills. Both groups of trainers showed positive feelings towards the concept of "parents as career educators" and "advocates" for their children. In addition, the data reveal trainers' perceptions reflecting flexibility and adaptability of leadership skills to a special education population. Similar findings resulted from data analysis during the Fall 1985 cycle of trainers (Table 19, page 37).

TABLE 34

Pre-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Procedures

Spring 1986 — Districts 15 and 19

		Mean Rating by District	
	Concept	15	19
a.	It is worthwhile to involve parents as career educators of their own children.	3.80	2.78
b.	Parents should be advocates for their own children.*	3.80	3.22
c.	I have the skills to work with parents in small groups.	3.00	3.13
d.	I have the skills to work with parents in large groups.	2.80	2.91
e.	I have the skills to work with parents on a one-one basis.	3.50	3.52
f.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	2.70	2.65
g.	I have the skills and content knowledge to train parents to become advocates for their own children.*	2.60	2.96
h.	I can adapt my skills and knowledge to a special education population.+	3.00	3.48
	Mean Rating for 8 Concepts	3.15	3.21

*Not included on the post-test survey form.

+Reworded on the post-survey.

b. Trainer Post-Survey -- This instrument evaluated the impact of training seminars on trainers' opinions of training effectiveness, perceptions of self-growth and change in leadership skills, and future plans for conducting career development workshops.

Table 35, on page 76, indicates post-survey mean ratings for comfort levels on eight concepts relating to trainers' knowledge, skills, and attitudes towards working on career education with special education parents. Ratings were interpreted from a four-point scale where "4=strongly agree" and "1=strongly disagree." Five of the eight concepts appeared on the pre-survey also. When mean ratings on the pre- and post-surveys were compared for these five concepts, they were higher in favor of the post-survey (Tabe 34, page 74). Similar findings were observed between the pre- and post-surveys administered during the Fall 1985 cycle for Districts 13 and 23 (Tables 19 and 20, pages 37 and 40). When post-survey concepts f, g, and h were included to assess trainers' perceptions of their leadership skills, content knowledge, and experience as workers with mainstream, bicultural, and/or limited English-speaking special education parents, trainers' data yielded lower mean ratings. These findings are consistent with those for the Fall 1985 cycle, probably because the backgrounds of most trainers in the four districts for both cycles indicate fluency only in English.

Based on the data from Table 35, it can be concluded that both districts' trainers perceive themselves as having become more knowledgeable and skillful in career education and in parent leadership as a result of training.

TABLE 35
Post-Survey Mean Ratings of Trainer Comfort Level with Workshop Concepts and Processes
Spring 1986 — Districts 15 and 19

	Concept*	Mean Rating by District	
		15	19
a.	It is worthwhile to involve parents as career educators of their own children.	4.00	4.00
b.	I have the skills to work with parents in small groups.	3.50	3.41
c.	I have the skills to work with parents in large groups.	3.00	3.12
d.	I have the skills to work with parents on a one-one basis.	3.88	3.82
e.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	3.38	3.12
f.	I have the skills to use my experience with parents of a special education population.	3.63	3.59
g.	I have the skills to utilize my experience with a bi-cultural population.	3.13	2.94
h.	I have the skills to utilize my experience with parents of special education students who also have limited English language skills.	3.00	2.65
	Mean Rating of 8 Concepts	3.44	3.33
	Size of N	8	17

*Concepts a, b, c, d, and e appeared on pre-survey.

When trainers responded to open-ended questions, gave general reactions, and assessed various techniques used in the workshops, the following information was obtained:

(l) As a result of participating in the program what did you learn about yourself as a parent-group leader?

Districts 15's respondents indicated growth in terms of actual group leadership skills, increased self-confidence as group leaders, and heightened awareness of and sensitivity to special education parents' needs. Typical comments illustrative of these areas were:

> "I learned how to time myself. . ."
>
> "I certainly feel 'better trained' now to conduct parent groups."
>
> "I have better knowledge of needed subject matter."
>
> "I learned that many parents of special education children are concerned."
>
> ". . . that I am capable of working with a diverse group of parents."

The trainers from District 19 made comments consistent with those of their District 15 counterparts. Several of the most insightful statements are included here, however, because they add an additional dimension to the trainer self-evaluation function by relating to current and ongoing training needs.

> "This experience has shown me that I have skills I did not know I possessed. Your program enabled me to hone those skills and bring them to the forefront."
>
> "I learned that I am not too talkative. I am very tense and need to be more loquacious."
>
> "I learned that I know more than I thought I did and that parents respected me as their parent-group leader and were willing to follow my advice and counsel. They listened to me."
>
> "I need to continue to develop active skills -- really tuning into the parents and encouraging them to express themselves."

(2) In what ways did the program change your ideas about the needs and interests of parents of special education students?

Respondents from both districts incorporated answers to this question in responses to the first question. The main idea expressed was that special education parents are like parents of "mainstream" children -- they care about their children and want them to have a better life than their own parents. Another theme related to the magnitude of the parent-education task because young people with handicapping conditions need much more information and training in order to realize career satisfaction. One trainer summarized the comments of many others by stating,

> "It illustrated just how deep some of the parents concerns are. They were willing to spend time after a work day to learn helpful things. They wanted to know everything, from rights to options. They are not apathetic as I once thought they were."

(3) Other than in the workshop with parents or with the child with whom you practiced, have you tried any of the career education exercises/activities that were used in the workshops?

Responses among trainers from Districts 15 and 19 were widely different. While a few trainers reported "no opportunity to try," most of the shared experiences took place in special education classrooms or with special education teacher-colleagues and were deemed to be successful. Several of the most unusual practicing sessions were described as follows:

> "I shared the picture game with a friend who teaches in Day Care. Her students, ages 4-5 years, enjoyed it!"
>
> "I practiced card sort with a room mate. The result was a good conversation about careers we would both enter if we had the opportunity."

(4) In what ways has your participation in this program generated plans to use the workshop or related activities with parents, colleagues, students, etc. at your school or organization?

District 15 and District 19 trainers were enthusiastic about developing plans to use what they had learned in an appropriate work-related activity. Most respondents indicated being in favor of parent education, usually in the form of workshops and seminars. A few respondents stated that they would work with interested colleagues who, in turn, would be expected to pass on information and skills to parents and/or students. Other respondents mentioned upcoming school events where career education curriculum and parent leadership skills could be used. Verbatim statements which show evidence of some concrete and specific planning are listed below:

> "I plan to hold a workshop 9:30 -- 11:30 a.m. at the District Office with parents of different schools."
>
> "I direct an after-school tutorial and counseling program. . . I hope to use the techniques with the evening parent group."
>
> "Parents have expressed interest in an ongoing career workshop in the school."
>
> "I and two other colleagues from my school are presently planning to run three or four career workshops for parents and three or four workshops for students in Fall 1986."
>
> "I'm assisting in the school career fair. I hope to reach parents to begin ongoing workshops."
>
> "I plan to use the training at my arts workshop in September 1986."

Under the heading GENERAL REACTIONS, the Trainer Post-survey attempted to measure program effectiveness in four areas:

strengths and needs improvement; specific techniques; most important training aspect of skills building, and least important training aspect of skill building.

(l) Looking back at the meeting for trainers held before and after the sessions for parents, list the main strengths and areas that need improvement (for example, modeling techniques, debriefing of previous workshops, sharing of trainer experiences, planning and print materials): Comments in this section were overwhelmingly positive. Trainers in both districts rated modeling techniques; well planned and well organized workshop sessions; empathic, competent, and sensitive project staff; significant career education curriculum; pertinent group leaderhip training, and knowledgeable speakers as highpoints of the session. Debriefing and sharing, as well as resource materials distributed, were mentioned as additional plus factors. Some negative comments were generated because workshop sessions were too full. A suggestion made by a trainer to relieve feelings of pressure stated the following:

> "The only thing I would change would be not presenting resource people and groups in the same day. I observed parents who finally collected the nerve to speak run out of time. I would alternate days."

Another trainer offered suggestions which favored a change in workshop design and format, indicating "that the five trainers sessions should have been during five consecutive weeks and then the five parent sessions in order to avoid confusion among parents" and, thus, improve attendance.

(2) Describe the ways each of the following techniques contributed to the overall effectiveness of the parent workshops:

Presentations of resource people to the large group: —Respondents were generally favorable concerning the competence and expertise of resource people. Representative positive comments were:

> "Excellent -- very knowledgeable people were presented. They were infomative and therefore maintained the interest of all their audience."

> "The speakers from the community seemed well prepared and aware of their audience. They were approachable and encouraging."

> "Gave parents much information that couldn't be obtained from teachers, guidance counselors, etc."

Whenever trainers gave negative feedback about speakers, they mentioned the need for a larger time allotment and the need to remind them "to simplify their vocabulary and their use of educational jargon."

Small group activities: -- Trainers in both districts spoke highly of the effectiveness of small group work because it provided parents with opportunities for discussing concerns, sharing experiences, reporting on "homework," and building interpersonal relationships. High praise was given for assistance offered to Spanish-speaking parents during small-group interaction. Typical comments were:

> "Gave trainers and parents the opportunity to discuss career needs of their children. It also gave the parents an instrument for career discussion with the child."

> "Very effective as opposed to lecturers speaking in a very short time limit."

> "These activities were the most effective. They allowed parents to have input and gave me a chance to learn about the interests of special education parents."

> "Fantastic! Haitian parents would like creole-speaking teachers too!"
>
> "Enrichment for participation of Spanish-speaking parents."
>
> "People, that is, participants were more free to talk in the small group; they were less inhibited and told about their concerns."

Several trainers added admonitions to be self-imposed, e.g.,

> "Trainers must encourage parents to participate. While it is appropriate for trainers to use themselves as an example, they should not continually refer back to themselves."

Use of paired co-trainers -- Reactions to this technique was more mixed than for any other activity, probably because "teaming" with another person requires considerable effort, patience, planning, and interpersonal sharing to become effective. Trainers in both districts were highly positive about the learning experience related to co-leadership, although some made qualifying statements:

> "It is essential that the assigned co-trainers speak before the training session to discuss techniques and modifications of the exercises being sure that the two come to agreement."
>
> "This added variety, interest and a sort of 'spice' to the group. We experiencd this in my group."
>
> "This was very beneficial to the success of the group. It enables various viewpoints to be expressed and gave parents two different people to relate to."
>
> "Especially helpful to those who did not speak English."
>
> "Fairly effective, although I found one trainer was more active and dominant at the expense of the co-trainer being overpowered and taking a more passive role."
>
> "Very good. Each one reinforces and complements the other."
>
> "Depends on the personality of the co-leader. In one instance our approaches were not consonant and in another I saw the co-leader as a support."

Presence of trainer-observers -- This activity seemed to elicit more controversy than other program components. Although trainers in both districts were largely positive about the presence of trainer-observers, some felt stongly in opposition. Comments which validate a mixed reaction are indicated below:

> "Observers were helpful because the feedback is important especially if the trainer was not sure of what she or he was doing."
>
> "This was a convenient 'check-up' whereby we obtained more objective opinions."
>
> "Individuals conducting the meetings could find out about their strengths and weaknesses."
>
> "An effective way to utilize extra trainers but hold them accountable for evaluation materials. The observers should not become active speakers in the group. Two trainers at most should be talking."

Printed materials given to parents -- All trainers were enthusiastic about the informative nature of printed materials distributed. In addition, they felt that these materials could be saved as future resources for parent use. One trainer made a statement which best summarized respondents' reactions: "Materials were abundant and very explicit. The parents found them valuable and so did I. I have kept them all for future reference and for duplication, also."

"Giving testimony" at the end of each session -- This program component was deemed effective by most trainers in both districts. Typical positive comments were,

> "An important part which kept us 'on our toes' and cleared doubts."

> "Gave all who attended a chance to see what insights people attending gained at a particular session."
>
> "Necessary time for parents to express their feelings pro or con."
>
> "Good. These discussions did help bring out bad points, good ideas."
>
> "Giving testimony was excellent because it left a broad scope for anyone to say what they felt."

Comments which were less positive referred to the giving testimony activity as "too controlled," "good for those who enjoy addressing a large group or have the need to express themselves," and "too long -- not necessary to provide 15 minutes for each session."

It was observed that several trainers, who responded to every other item on the survey, left this part of the form blank.

(3) In your opinion, what aspect of the program stands out as important to you in becoming an effective trainer?

Each of the program components was mentioned by one or more trainers as the most important feature. Most trainers listed several components or made global statements indicating that all facets of the program had contributed to building good leadership. "Modeling techniques," "co-leadership opportunities," "small-group activities," and "career education curriculum" were mentioned most often as high points of the parent education leadership training.

(4) In your opinion, what aspect of the program was least effective in developing your skills as a trainer?

Most trainers indicated that they found nothing to change because "everything was necessary" and "all parts helped in their way." In sum, trainers felt that "the overall program stood as a unit." Whenever trainers made specific "needs improvement" statements which reflected less than positive feelings, they listed "giving testimony" and "presence of co-trainers" most often.

(5) Comment — Trainers in District 15 and 19 reported a high degree of satisfaction with the quality, content, organization, and leadership of the project. In this assessment, they were consistent with Fall 1985 trainers from Districts 13 and 23. (See pages 36 through 48.)

VI. Formative Evaluation Procedures -- Fall 1985 and Spring 1986 Cycles

Consistent with the guidelines outlined in the original project proposal, several procedures were carried out in order to provide for changes, modifications, and adaptations of program content and process during the second year of operation. Staff members held formal and informal staff meetings throughout the second year, using the assessments of the first-year's implementation in addition to ongoing formative evaluative data from a variety of sources. As noted in the first year's evaluation report, formative and summative procedures overlapped significantly.

Formative evaluation data emerged from diverse and various sources, reflecting through "user feedback" and staff observations regular and ongong "readings" concerning trainer effectiveness and workshop content usefulness and process. Essential and critical aspects of the formative evaluation process were inherent in data from:

A. Parent-End-of-Session Ratings described in detail earlier in this report;

B. Parent Verbal reactions elicited during the last five minutes of each workshop and noted by project staff and trainer observers;

C. Trainers' Verbal Reactions to workshop content and process, as well as self-assesment of their effectiveness as group leaders determined during and prior to each seminar. As reactions were noted by project staff, they formed an agenda for later discussion which was used to change, adapt, and shape the direction of future workshop sessions;

D. Trainer-Observer Guides for Focused Observation developed primarily as a learning device to help observers. These observations, however, provided a rich source of feedback to project staff in the area of parent concerns and perceptions of trainer strengths and weaknesses. For example, many parents expressed their needs for specific and concrete information about special education curriculum, their rights and responsibilities as parents of young people with handicapping conditions, and employment opportunities for their learning disabled, emotionally distressed, physically different, or otherwise handicapped child.

Trainer-observers, for example, often made constructive suggestions about trainer leadership styles which could be used to help the learner become more effective:

> "One co-leader nodded frequently when someone was speaking -- appearing anxious and hurried. His body language needs improvement. He should sit up straight, appear attentive, encourage whoever is speaking to address the entire group, not just the leaders,"

E. Trainers Post-Survey Part II designed as a follow-up instrument which would measure the impact of the workshop experience on the trainer's school or organization. Data from this instrument provided summative information for the current year's implementation, as well as formative information for the year ahead. Respondents, in general, had made efforts to develop one-to-one or group activities to meet the needs of parents, students, and colleagues for career education and special education information. Activities chosen for the educative process varied widely from no change; setting up a modest career library in the classroom; conducting one-shot meetings about career opportunities with parents, students, or colleagues; presenting for career days organized by the school, and planning and implementing a series of workshop offerings to give parents requested information about career development and special education. Most respondents indicated that the training they had received made them more aware of and sensitive to the needs of special education parents and children; in addition, respondents stressed that they became more insightful about the ways in which special education parents shared common goals for their children's welfare, making them more like than different from mainstream parents, and

F. Project Staff Meetings held on both formal and informal bases for the purpose of pooling information, discussing pertinent project issues, and making mid-course corrections and changes based on data from the above measures. Many of the changes in format and presentation were based on data concerning diversity of trainer background, as well as English-language facility of parents. Other issues discussed related to parent recruitment and attendance.

VII. Summary, Conditions, and Recommendations

An earlier section of this Evaluation Report enumerated a "baker's dozen" of specific examples related to positive aspects of the project's design and second year of implementation (III, pages 6 and 7). Data were presented in the intervening and succeeding sections of this Report which validate and support these conclusions, which taken in totality attest to the exemplary character of this program.

Based on the data presented with their accompanying findings, it is recommended that a manual be developed, which will be a "how-to" statement of process and procedure for replicators to follow and emulate.

TRAINING PARENT-TRAINERS AS CAREER EDUCATORS

External Evaluation Report

Project Year Two
1985-1986

Prepared by: Rochelle G. Kaplan, Ph.D.

EXTERNAL EVALUATION

Background

The "Training Parent-Trainers as Career Educators for Handicapped Youth" project has now completed its second year (1985-1986) of operation and remains essentially the same in format and staff as it was during its first year of implementation. The staff continues to include Dr. David Katz and Ms. Roslyn Fisher, Center for Advanced Study in Education/Institute for Research and Development in Occupational Education and Ms. Ellen Icolari from the New York City Board of Education.

As in the previous year, the format of the project consisted of seminars for trainers and workshops for parents. The training seminars included a cognitive component in which trainers were given factual information about career development and group processes and of an experiential component in which the workshop exercises were conveyed through role modeling. In the latter situation, the CUNY staff assumed the role of workshop leaders and the trainers assumed the role of parent participants. In this way, trainers were prepared to serve as facilitators of the parent workshops in which the parents of special education students were helped to develop skills as career educators of their own children.

Each training seminar, therefore, was followed the next week by a parent workshop in which trainers duplicated the activities that they had experienced during the previous week. The following week another training seminar was held at which time trainers shared and reviewed their experiences as group leaders and then practiced the exercises for the next parent session. This pattern of "prepare-implement-debrief-prepare" was carried out for twelve training sessions and five parent workshops in each of four school districts. This year District #13 and #23 in Brooklyn were served during the fall cycle and Districts #19 and #15 were served during the spring cycle. In total 53 trainers went through the program and 97 parents were directly affected by these sessions.

As in the previous year, an additional component of the program consisted of the independent workshop that trainers developed in their own schools following the completion of their formal training. Trainers were given an opportunity to run these programs with ongoing consultation from the project's Board of Education liaison, Ellen Icolari. Based on interviews of trainers who have already carried out or have plans to carry out this phase of the project, it is estimated that another 100 parents will be reached.

The project as described seems to have had two main goals. The first goal was the training of individuals in order to create a cadre of school and community personnel skilled in career development and group process techniques who, after having gone through the program can continue to train parents independently in their home school and agencies. The second goal of the project is to train parents, through workshops, to be more effective career educators of their own special education children. A more detailed analysis of the impact of the project on parents and trainers in terms of these goals appears in the internal evaluation section of this report. It is the purpose of the external evaluation to supplement those findings by providing a more informally structured assessment of the effectiveness of the project in terms of these goals.

Evaluation Procedure

The external evaluation was conducted through loosely structured interviews of both trainers and parents. Although all participants were not interviewed, a representative sampling from both spring and fall training groups was obtained. Specifically, the evaluator attended the final training seminar and the final parent workshop of one of the spring cycle groups. During these visits, individual interviews of all trainers and parents present were conducted. Another group of fall cycle trainers was interviewed over the telephone after the completion of their formal meetings and during the time of the implementation of their independent projects. Based on these interviews, the overall impact of the project seems to have been very positive and is described in more detail below.

Project Effectiveness

1. Trainer Development Goals

Among the trainers interviewed, there seemed to be a consensus that the project had helped them to become more effective leaders of parent groups in general and in particular helped them to understand the career development needs of both special education parents and their children.

a. Occupational status and recruitment of trainers

Almost all of the trainer participants interviewed were involved professionally with special education populations in the schools. Many were teachers, but a fair number of guidance and COH team members were also represented. The majority of trainer participants were recruited through some kind of personal contact with a member of the CUNY staff (i.e., the Board of Education liaison) or a colleague/superviosr. A few participants found out about the program through a written memo. The impression given was that recruitment of trainers largely on the basis of personal contact led to a highly receptive and motivated group from the outset of training.

b. Most useful aspects of the project for development of effective parent trainers

The majority of the trainers interviewed felt that the actual interaction with parents had been most useful to them in becoming effective parent-group leaders. They found that conducting the workshops had made them more sensitive to the needs of this population and that for many it was their first experience in working with parents as a group.

Others felt that for them the most useful aspect of the training had been their exposure to information about community resources available for special education students and their parents in terms of career possibilities. These trainers saw this aspect of the program as critical to their development as workshop leaders and felt that this kind of knowledge could readily be applied to their efforts at carrying out workshops in their local schools and agencies.

To a lesser extent, the trainers interviewed believed that the feedback and role playing of the training seminars was the most useful aspect of the project in terms of their own development. However, in order to have had such positive parent workshop experiences, the training seminars clearly must have had a positive though perhaps more subtle effect on their development as parent trainers.

c. Trainer critique of project

Without exception, all trainers felt that the project had been a very effective and much needed one and were, therefore, reluctant to suggest that it might be improved upon. After some encouragement, however, several mild criticisms were offered. A large proportion of the trainers were concerned about attracting more parents to the workshops and with spreading the training to more school staff members. Although a few did not know what could be done to expand the project in this way, many others suggested some very specific approaches. For example, some suggestions included:

> Speak about the program to more teachers and special education team members so that they can tell more parents about it.
>
> Go all out to reach parents at PA meetings.
>
> Have a CUNY staff member included in the grant budget whose job is to be a community outreach person.

Other predominant reactions had to do with concerns about scheduling. For example, several trainers suggested increasing the number of workshops for parents or having the meetings for parents on consecutive rather than on alternate weeks. These ideas were also presented as possible solutions for increasing parent participation in the project.

Some other trainers thought that the scope of the project should be increased. For example, it was suggested that topics beyond career education, such as parenting and health practices, might be included and that children as well as parents should be involved in the workshops. Although such changes might not be possible within the constraints of this specific grant, it does demonstrate the effectiveness of the existing program as a vehicle for sensitizing school personnel to the needs of special education students and their families. It also highlights the need for extending services of this type in the future for families of special education students. In fact several of the trainees were planning additional workshops with expanded themes in their own schools for the coming year.

A few trainers also suggested changes that focused on issues specific to their concerns. For example, one trainer felt that she was tired at the end of the day and would have gotten more out of the sessions if they had been held during the work day. A few seemed to feel generally insecure about their own competencies and were, therefore, uncomfortable with unstructured training seminar techniques. One indicated that she was never sure about what to do at the workshops and another felt that she needed more time between the announcement of the project and its beginning. While these concerns were not typical, it would still be important to address them in future projects so that trainers who may have similar anxieties can be helped.

d. Who should become a trainer in the future?

All trainers interviewed said that they would definitely recommend this program to other professionals, but while some indicated that the program should be made available to all school personnel, others expressed some reservations about what kinds of people the program was really appropriate for. Some considerations included:

> This program is excellent, but only for people who are interested. It works best when trainers are already involved with kids and parents.
>
> Depending upon what their goals are I would or would not recommend this program. Before accepting a trainee, you have to know why they want to do it. I don't see the need to train more people with no place to run a group. But it does provide a good insight for teachers and others who are interested in working with parents in groups.
>
> I would recommend this program to any teacher, but more to those who are particuarly interested in guiding students into careers. For these teachers it would be particularly helpful.
>
> I would recommend this program to a range of people. I think it would be good for new staff people after their first year or so. New personnel need to be exposed to career education. Also it would be useful for counselors who have a lot of parent contact. Parent education is the way of the future. It is also good for teachers who have usually only negative contacts with parents.

These kinds of reflective comments seem to indicate that many of the trainees came away from the program with some deep insights and a very clear sense of the specific goals of the project, particularly in terms of its potential impact after the completion of training. By limiting the range of individuals for whom this project is viewed as appropriate, these trainers clearly showed an understanding of ways to maximize the project's long term effectiveness.

e. Independent projects planned or carried out

Three main categories of independent projects were planned or were already carried out by the trainers. First, some trainers, either alone or in collaboration with a few other trainers, were working on reproducing the workshops done on a district level in their own schools. These trainers were planning or had gotten small groups of local parents together. Second, there were some trainers who had adapted their workshop experience for special education students rather than parents. These trainers, mostly teachers but also including a few guidance counselors, were more interested in putting what they had learned from the project to use in their current jobs and in bringing career education directly to students. Some of their projects included use of career inventories and the development of career fairs. Third, a small group of trainers was actively trying to adapt what they had learned to the particular groups that they had chosen to work with. For example, one trainer was focusing on brining the project to a group of Spanish-speaking parents while another was preparing to train other teachers and supervisory personnel and another was planning to run a workshop with a health component added. Interestingly, the main problem anticipated or experienced in carrying out plans was the same problem that trainers saw in the initial training project, namely that recruiting parents might be difficult. As one trainer indicated, "It was hard to get parents to become more involved. I think this problem is particuarly true of special education parents." Many trainers did not see this or any other issue as a problem in running their own workshops, however. Rather they planned to start out on a small scale and felt that careful planning in cooperation with the appropriate school personnel would eliminate any potential difficulties.

2. Parent Development Goals

As reported by parents and trainers, the program had a very strong impact not only on children's career development, but also upon the career and educational plans of many of the parents. As one trainer observed, "Many of the parents had dropped out of school in order to raise families and now the program is helping them to see the possibility of resuming their own careers."

For other parents, the workshops provided them with a unique opportunity to open up and discuss all kinds of difficulties and concerns that they were having about their special education child.

a. Recruitment and attendance

Most of the parents interviewed were informed about the program through a letter and flyer developed by project staff and sent out from their child's school although a few were contacted directly by a teacher. Once involved in the program, attendance seemed to be very regular and parents seemed to be proud of the fact that they did not miss any of the workshops. If a workshop was missed, it was usually the first one. The CUNY staff, however, made sure that newcomers were given an opportunity to participate in the activities of the initial workshop so that all parents interviewed felt that they had been adequately oriented to the project. Follow-up letters were sent to parents who missed a workshop.

b. Most important aspects of project for parents

The majority of parents interviewed felt that they had benefited most from the informational aspect of the program. Almost without exception, they commented upon their increased knowledge about where to go for help and about their expanded awareness of the availability of career and training options for their special education children. Many of the parents also felt that they had been helped by the small group activities in which they were able to share information and experiences with others. These parents found that they were now better able to communicate with their youngsters and had a more favorable attitude toward special education in general.

c. Things the parents would like to change about the program

Overall the parents were satisfied with the program. However, there was a general feeling of not wanting the program to end. A number of parents indicated that they would have liked to see the sessions continue beyond the five weeks and to have more opportunity to share information with other parents. One parent also indicated that the workshops, unfortunately, came too late for her own child who was already graduating from school. These criticisms, however, seem to reflect the enormous need of special education parents to learn more about ways of acting as advocates for their children and less of a weekness in the prgram itself. The success of this program has to be viewed in terms of its intended purpose which is not to solve all parent concerns but to stimulate interest and begin the long process of career education with parents. To the extent that these parents have been encouraged to do more for their children and feel the need for further similar kinds of experiences, this program has been very successful.

The only substantial criticism of the program was that a couple of the parents would have liked more written materials available in Spanish or thought that the simultaneous oral translations could have been more precise.

d. Effectiveness of program based on changes in parents activities

All the parents interviewed had already taken or planned to take some specific action on behalf of their own or their child's career development as a result of this program.

In terms of a group effort, several parents indicated that they live in the same building complex and plan to seek one another out for continued support and sharing of information. This activity represents a positive and promising direction for dealing with the disappointment that the formal meetings had come to an end.

On an individual level, the parents now feel much more comfortable about seeking help from agencies and in particular the workshop speakers or CUNY staff. In fact, some already have made some movement in that direction. Some of the more noteworthy comments about changes that have been made due to this program are:

> I have already contacted a speaker from one of the high schools. I went to see him and he spoke with me and showed me around. If I wasn't in the program and he didn't speak here, I never would have gone.
>
> I decided to go back to college myself because of this program. I have already filled out the application and now I am waiting for my transcripts. I will be getting a degree in urban horticulture, something I have always been interested in.

> I plan to become more active in the school special education program.
>
> I am doing more talking with my child because of this program.
>
> I help my children more. I talk to them more and am calmer with them than I used to be.
>
> I plan to be in touch with the family worker from my child's school who is also a trainer in this program.
>
> I am planning to call up two of the speakers to get help for my child.
>
> I am considering new career options with my chld in case the one she is going into now (hospital work) does not provide her with what she needs and wants.
>
> When I need help for my children, I plan to contact the speakers or someone from the CUNY staff.

These activities reflected a trend for parent participants to have established a more optimistic attitude about the future and also a practical way of resolving their need to continue participation in the program even though it was formally over. This optimism seems to have been one of the most important successes of the program, particularly because it will continue to have an impact in the long run. In addition, the attitudes of the parents reflect their own sense of having been empowered to take responsibility for their own lives and those of their children. Again, this kind of attitude, as much as the actions that follow from it, reflect the real success of the program for parents.

e. Applicability of the program for others

When asked if they would recommend the program to other parents, all agreed that they would. One parent seemed to represent the opinion of the others when she said:

> Yes. If it helps the parent, it helps the child. When the parents are helped, they convey a positive feeling to the child. They know where to lead him.

Summary

Informal interviews with trainers and parents participating in the project indicate that the program has succeeded in meeting its goals for both groups. A group of in special educators and other community people have been trained to serve as effective career development workshop leaders both for parents, other staff, and students. These trainers will be reaching out in their own communities and spreading the knowledge and skills that they have gained. The parents who participated in the program also seem to have grown in their understanding of career options for their special education youngsters and in their sense of their own potential impact on their children's development. These parents seem to have the desire and basic skills necessary to continue in their search for information and services both as individuals and as part of a group of parents. For these parents, the sense of isolation and confusion that may have drawn them to the program initially, has diminished considerably. Based on the responses of both trainers and parents, the impact of this project seems to be going beyond the limits of the groups that participated by reaching others with whom the trainers and parents are coming into contact. This branching out effect should be even greater durng the project's third year of operation.

Trainer Responses

1. What is your job?

   Special education teacher - JHS
   Guidance counselor - special education
   Resource Room teacher
   Attendance Improvement teacher
   Biligual special education teacher
   Attendance Improvement Guidance Counselor
   Physical Education Teacher
   PTA President
   School Psychologist
   Special Education teacher
   Social worker
   Special Education teacher - JHS
   Guidance Counselor - special education
   Teacher Trainer - special education

2. How did you hear about this program and why did you choose to attend?

   I heard it from a flyer from the Board of Education.

It was announced at a COH meeting.

A colleague (attendance improvement teacher) told me about it.

I heard about it through the drop out prevention teacher.

Notice posted at school — I called for information. I often dal with parents and feel that anything I learn would be effective and useful.

A friend of mine is a trainer and told me about it. I often deal with parents and feel that anything I learn would be effective and useful.

I got a call from someone telling me about the program. I don't know who it was, but as a parent of special education children, I wanted to get involved.

Ellen Icolari (The Board of Education Liaison to project) spoke at a COH meeting and it seemed interesting. Working with parents is something that I had gotten away from.

Ellen Icolari contacted me.

I heard about it from COH circulars and a memo.

I was recommended by the principal. A circular was sent to the school.

Through the special education supervisor in the school where I work. I wanted to do it because I work in an area of human services and I thought I could make a greater contribution by getting involved with parents in the district. I also have a belief in career education as a motivating force.

Through Ellen Icolari. I was interested in working with parents.

3. What aspects of the program were most helpful to you as a parent trainer? Did the program help you in any other ways?

The experience of interacting with parents in a group instead of individually was very helpful to me.

Learning about parents' needs and children's needs as far as career goals and future opportunities is concerned.

The best part was the training seminars in which we discussed the speakers of the previous week.

I discovered that parents are interested in careers for themselves -- careers that they haven't had because they dropped out of school to raise a family.

Both the practical and theoretical parts of the program have been helpful, i.e., the training seminars and the practice, have helped me to learn how to run groups.

Gave me poise and confidence in running groups.
I have a better understanding of career development and community resources.

I have felt useful because I am able to reach many of the parents by using Spanish which makes the parents feel more secure.

I have been in other staff development projects, but this one was particularly informative.

I found the information presented at the training seminars very helpful, but so were the speakers and also actually conducting the parent groups.

I was struck by how much parents need this kind of workshop. In particular I found the discussions after each workshop and the role playing to be helpful to me.

I found doing the workshops with parents to be the best part of the program. This area I feel is one of my strengths.

The exposure to the parents and seeing how much they enjoyed the session and having the opportunity to get together was most helpful to me.

Being able to see the interaction between guest speakers, parents, and children helped me to see the different sides of the issues.

Working with the parents and leading groups was most helpful to me.

Learning about available resources for helping students get into the real world of work.

The excellent written materials during workshops and reading about parent training.

Being exposed to different community agencies.

Working with a co-trainer. In this way I was exposed to a different model than the one I am familiar with from counseling.

Meeting and working with the parents.

I enjoyed the feedback at the seminars.

It helped develop my skills in dealing with parents and I learned that parents really want to help their children, but often don't know what to do.

4. How would you improve the program if you could?

Make it last longer for parents.

Include children in the training sessions for parents.

Try to get more parents. If you get the parents, you get the children too.

Try to go all out when you go to the PTA or come in and talk to the teachers.

Every teacher should know about the program. Publicize it more for parents.

Inform all staff on the special education team about the program. (It's fantastic).

Notify potential trainers well in advance of the first meeting.

Include not only career education information, but teach parents how to raise their children without punishment -- i.e., parenting and mental health practices.

I would have gotten more out of the program if it hadn't been at the end of the day when I am so tired. Try scheduling meetings during the day.

Provide more lectures and brochures in Spanish.

Bring children into the program as participants and observers.

Extend it.

I would like to see the program go one week after another for parents. I think the continuity would have kept more parents coming if it had been held every single week.

You should try to bring more parents in by somehow making the program more attractive. Maybe it would help if you would go to the schools more and get in touch with the PTA and other parents' organizations.

I would change the times of the parents' meeting so that they were more frequent. I think that we lost some parents because therewas too much of a lapse between meetings.

The training seminars could have been clearer at times. Sometimes the role modeling technique was not enough and I was not sure about what was expected at the next parent workshop.

Recruitment of parents was a problem and needs to be improved although I don't know what to do about it.

Get more parents to come, although I don't know how to do it.

5. Are you planning (or have your carried out) any kind of follow-up programs for training parents groups in the future? What will this consist of?

I am planning to get parents in and talk to them about interviewing their children about career plans. I would like to get the parents to interview students in school.

I have been giving my students more information about jobs and community resources.

I have used the interest inventories with my elementary school special education children.

I am planning to team up with a colleague (another trainer in my school) and meet with parents.

I am trying to write a readng curriculum based on the high school career directory and other career education materials. I got the idea here.

We are planning a career fair at our school.

I plan to start a group for Spanish speaking parents with the help of the CUNY staff.

I will try to work with the special education supervisor and the crisis intervention teacher to try to help them to set up programs in our local school.

I am planning to do a mini-career education course in my school after school hours for parents and students.

I am already involved in career education activities in our school and have been linking up activities from this program to the one I do with the children in my school. I've brought the activities back to the special educaton teacher as well.

Three other teachers and myself plan to use what we learned here for the parents in our school. We plan to set up workshops in which I will add a health related component. I will bring in speakers in this area.

As a PA president I have access to parents who could not come to it for the late afternoon meeting time. I will be running this program for parents in the morning at the District Office. I think that this is a better time for many parents, when their children are in school.

I use career education activities all the time as a guidance teacher to special education. I have incorporated what I learned into the existing structure. For example, I have used the career inventory with children.

I am in the process of organizing a parent training workshop with another teacher from my school who is also a trainer. We are going to discuss career opportunities and how parents can help their children succeed at school.

I worked on a career fair and it went very well.

I plan to follow up the parent particpants in the fall and invite them to come back again to talk about the training program and the career fair. I want to see how much carry over there is and how the training program influenced the children in terms of careers, school, and home life.

I tried some of the workshops on my own with parents. I used the group dynamic stuff, the inventories, and got a better idea of what parents need. They really are concerned.

I will work over the summer to plan a workshop in the fall.

6. What problems do you expect (or did you) encounter in trying to implement your own program?

Parent recruitment may be a problem.

Recruitng speakers may be difficult

Finding a suitable time to run a workshop may be a problem.

It is difficult to reach parents. Social workers need to do this.

Attendance will be a problem.

None. We will be starting on a small scale.

None. We are on our way already.,

None.

Getting parents will be the biggest problem. We will be using flyers and emphasize the health aspect to attract more people.

None. I already spoke to the superintendant and principals. I have to make it interesting for parents. i have also left myself three months for planning.

None.

None yet.

It was hard to get parents to become more involved. I think this problem is particularly true of special education parents.

Getting parents to come. I did a workshop with early childhood parents and got 15 out of to come. In JHS I got fewer parents even though I extended the topic beyond careers.

7. Would you recommend this program to others? Why? Why not?

Yes. Participants can learn a lot from this program. Often they do not interact with parents and lots of parents don't interact with kids. Also a program like this helps parents get their own careers together. It also helps teachers find out about new resources.

Yes. Other people should be informed about the program. All the people on the team. It's fantastic.

Yes, but only others that are interested. It worked best when trainers are already involved with kids and parents.

Yes. It is a good program to let people know about resources and opportunities for parents to use for their children.

Yes. It is important to have parents involved. Children are only in schoolf for 5 to 6 hours a day.

Very much.

Certainly.

Yes.

Yes. I wouldn't have been so focused to do this (run parent group with health emphasis component) if not for the program.

Yes. For learning to run groups and work with parents which is an important link in the whole education process.

Yes. If parents have information they can help their own children and the trainers can carry this information to the parents and classrooms by running their own meetings.

Yes and no. Depending upon what their goals are. You have to know why they want it. But, it may be a good insight for teachers regarding parents in groups. They can get feedback from parents regarding how teacher respond to the needs of children.

Yes, to any teacher, but more to those who are particularly interested in guiding students into careers. For these teachers it would be particularly helpful.

Yes, for a range of people. I think it would be good for new staff people after their first year or so. New personnel need to be exposed to career education. Also it would be useful for counselors who have a lot of parent contact. Parent education is the way of the future. It is also good for teacher who have usually only negative contacts with parents.

Sure. I enjoyed it. The atmosphere was good and I did learn skills that helped me in my job.

Parent Interview Responses

1. How did you hear about this program?

Got a letter from the school.

Got a letter from the school

Mail from the school

Mail from the school

From my child's teacher

Got a letter from the school

From the attendance teacher who spoke at a PTA meeting

2. How many sessions did you attend?

4 — missed the first session, but they had a first session repeat for us at the second meeeting.

5,5,4,5,4,4,5,3.

3. What was the most important thing you learned from this program? Which parts have been most helpful to you personally?

Some of the speakers were very good.

The small group gave us the opportunity to share information regarding schools with other parents.

I learned a lot about school and trades for special classes.

I also got a lot of numbers you can go to for help. There ws a time I didn't know where to go, who to call, but I learned about that here.

I learned about programs to put my children during and after school.

Now I know what to do if my child wants to change careers.

I learned about what is available in the high schools.

I learned about varied job opportunities.

I learned about certain jobs and how to help my child.

It was all very interesting, but in particular I learned how to communicate with my child.

There are so many organizations to help you.

I got more information about where to go and met people who are able to help me more.

My attitude toward special education in general has changed a little. I feel it is little better than I did before I came to the program, although I still feel it is not good enough.

4. Have you made any changes concerning what you are doing or planning to do for your child's (or your own) education and career? Have you made any other changes regarding your child?

My daughter will go to Jr. H.S. 142 for the ninth grade instead of high school.

I just found out what my daugher wants to do. She is going into nursing.

I have already contacted a speaker from one of the high schools. I went to see him and he spoke with me and showed me around. If I wasn't in the program and he didn't speak here, I never would have gone.

I decided to go back to college myself because of this program. I have already filled out the application and now I am waiting for my transcripts. I will be getting a degree in urban hortiulture, something I have always been interested in.

I am doing more talking with my child because of this program.

The activities from this program got my daughter thinking about what she wants to be.

I plan to become more active in the school special education program.

I help my children more. I talk to them more and am calmer with them than I used to be.

I plan to be in touch with the family workder from my child's school who is also a trainer in this program.

I am planning to call up two of the speakers to get help for my child.

I am considering new options with my child in case the one she is going into now (hospital work) does not provide her with what she needs and wants.

When I need help for my chliildren, I plan to contact the speakers or someone from the CUNY staff.

5. Is there anything that you would like to add or change in this program?

Some of the speakers seemed to be trying to convince us that their school was best and I know that this is not so.

Because I speak Spanish and English I could understand what the translators were saying. Some of the things that Dr. Katz said were not well translated. The Spanish translation should be improved.

There should have been more sharing of factual information among parents in the small groups. Even though there was some of this, it should provide particular opportunities to do more of it.

The program happened too late for me. My daughter is graduating already. It would have been more helpful for me if it had started sooner.

I'd like to see the program continue, even it if it was just once a month. I wish we could keep coming every other week.

You should continue it and have it more often and longer than just 5 weeks.

No.

No.

I would like to have more written material in Spanish.

No.

Should get meeting places with more space.

6. Would you recommend this program to another parent? Why?

Oh, yes. I brought a couple of parents here.

Yes, sure.

Yes.

Yes. If it helps the parents, it helps the child. When the parent is helped, they convey a positive feeling to the child. They know where to lead him.

Yes.

Yes.

Yes. It is interesting and important to learn what they can do to help their own chld.

Yes.

7. Do you plan to keep in touch with anyone you met here?

Yes, with other parents who live in my building complex.

I plan to go to all the school meetings and hope to see people there.

Maybe. I live in the same building as another parent.

No.

Yes, though activities in the special education program.

I will be in touch with the family worker from the school who is a trainer in the program.

Some parents live in my building, so we will be discussing this between us.

TRAINING PARENT-TRAINERS AS CAREER EDUCATORS

Internal Evaluation Report

Project Year Three
1986-1987

TRAINING PARENT-TRAINERS AS CAREER EDUCATORS

Evaluation Report

I. Introduction

The purpose of this evaluation report is to provide internal evaluative data concerning the Project titled "Training Parent-Trainers as Career Educators." This project, sponsored by the Center for Advanced Study in Education (CASE), Institute for Research and Development in Occupational Education, Graduate School and University Center of the City University of New York (CUNY) operated during the School Year 1986-1987 (the project's third year) with a staff consisting of Dr. David Katz, Ms. Roslyn Fisher, and Ms. Ellen Icolari.

Historically, the project in its present phase evolved from many earlier pilot/demonstration programs, field tested by CASE personnel, in the training of urban parents as career educators for their special education youngsters. For almost a decade, CASE staff gathered and validated curriculum, materials, and teaching techniques which were effective for training parents of special education pupils in selected junior/senior high schools of the New York City Public School system. The program model presently in use represents, therefore, a distillation of many years' successful experience in the field of career education and training for parents of children with handicapping conditions, particularly in terms of pre-adolescents and adolescents.

This training program was designed to provide parents of special education pupils with information and skills to assist their children prepare for careers and employment. More specifically, the Proposal Abstract stated that the project was developed to enrich the career growth and development of inner-city students with handicapping conditions on the junior high school level by training parent-trainers, using a trainer-of-trainers model. This process was envisioned as a way to fill a major gap between home and school, and to forge strong working relationships among collaborating community groups whose personnel were trained.

In operational terms, during all three years, the project trained representatives from a cross section of community groups including parents in various community school districts, using a seminar and practicum model. Following an orientation session, five seminar sessions for training trainers and five practicum sessions for trainers to replicate their training with parents were held on an alternating weekly basis, e.g., seminar week two; practicum, week three, and so on, for a total of 11 sessions.

During the practicum aspect of training, parent-trainers conducted a series of parent education workshops for parents whose children with handicapping conditions were in junior high school special education classes for the neurologically impaired and/or emotionally handicapped mainly, within the selected districts.

The University staff assigned to training brought many strengths and positives for infusion into this parent-trainer program, e.g., validated content, materials, and teaching strategies used successfully in prior years when conducting pilot/demonstration programs for training inner-city parents as career educators; training and experience from the areas of special education and career counseling. In addition, cooperating trainers and consultants were drawn from representatives of community groups and junior high school/senior high school special education and mainstream personnel.

Five, two-hour workshops were planned and conducted for parents who were recruited using the following incentives:

1. Bilingual presentations when appropriate;
2. Resource materials available in both English and Spanish;
3. Stipends of $5.00 for each workshop to cover transportation and other expenses;
4. Babysitting facilities during the workshop time, and
5. Certificate of completion given at an Awards Ceremony.

A brochure, produced in English and in Spanish, gave information concerning training staff, resource personnel, participating agencies, and objectives related to parental participation in the workshops. According to the brochure, by participating in the workshops, parents would be better prepared to help their children to:

- develop positive attitudes toward work;
- consider their interests and abilities when making career choices;
- understand employment requirements, job duties, and responsibilities, and
- get information on careers in which they might be interested.

II. Evaluation Design

In designing this evaluation, summative and formative evaluative modalities were considered as project interventions. It was recognized that summative evaluation has as its primary goal rating of participants, judging trainer/consultant effectiveness, and comparing curriculum content. To be truly an aid to the teaching and learning processes, evaluation must take place not only at the termination of these processes, but also while they are still malleable and amenable to change, adaptation, and modification. Thus, formative evaluation data meet the criteria of an in-process intervention by providing ongoing validation of proposed plans and activities in addition to course corrections to make the project more effective.

Formative evaluation intervenes during the participant's formation period, not when the process is deemed to be complete. Formative evaluation pinpoints areas of concern so that immediate and subsequent training can be made more relevant, pertinent, and beneficial. In sum, the primary purpose of formative observations is to determine how well a given learning task has been mastered and to define the part of the task still to be mastered. By so doing, the participant-learner and the trainer focus upon the specific learning necessary for approaches to mastery.

Summative, as opposed to formative evaluation, usually serves to document the success or failure of a project. In most instances, it frequently comes too late to have impact on the practices of the program as these practices are being evaluated.

When this evaluator made entry into the project's third year, some formative evaluation data had already been collected and used by trainers and consultants on an ongoing basis to make changes, adaptations, and modifications to fit participants' training needs more closely.

This evaluator gained historical and current perspectives for the project as a result of the following:

1. Perusal of documents concerning the project;
2. Examination of evaluation forms filled out by trainers and participants who attended training sessions, and
3. Consultations with the project administrator and staff members who provided added insights concerning the overall philosophy, rationale, goals, and objectives of the program.

This evaluation report represents, therefore, a distillation of primary and secondary sources, both formative and summative, from which a statement of program effectiveness can be made. It appears to this evaluator that the project was very effective in that it responded to parents' needs and exemplified significant positive aspects.

III. Findings: A Capsule View Evaluation

Specific examples of positive aspects of the project's design and implementation are presented here. Subsequent sections of this evaluation will present data to support these examples, which are testimony to the exemplary nature of this program.

1. The project responded to a critical need felt by parents of special education pupils in junior high schools for assistance in preparing these children for careers and employment;
2. The project's model concentrated on developing parent-trainer leadership and advocacy skills that trainers transmitted in practica to parents of special education pupils.
3. The project made linkages with school personnel in several districts, as well as with personnel in community-based organizations, thus increasing the capabilities of community groups and parent coalitions to influence school programs that promote career education for youth with handicapping conditions as a means of facilitating the transition from school to the "world of work."
4. Curriculum for the project was planned on a developmental, sequential, and organized basis. Each session's curriculum appeared in outline form as a duplicated flyer which was distributed to participants before the session began.
5. Resource materials for distribution to the participants were carefully selected for their practicality, pertinence, and readability.
6. University staff members and consultants were experts with training in appropriate disciplines, as well as relevant experience. They exercised leadership individually and collectively to provide seminar presentations which represented maximum competence and contrasting leadership styles. During practicum sessions, they observed and monitored the leadership behavior of parent-trainers to provide substance for later feedback and training.
7. Refreshments were included at sessions for a variety of reasons. For example, serving food at the beginning of a session set up an informal and practical activity to accommodate latecomers, to refresh participants who might otherwise have missed some food intake in order to be present from 3:30 to 5:30 p.m., and to build a climate of trust and rapport.
8. Session presentations included a diversity of teaching approaches which recognized individual differences in learning styles. Session approaches

included didactic presentations, experiential activities, questions and answers, role playing, "ice breakers," and open-ended discussion starters.

9. Session presentations utilized a variety of group-work formats. Large-group sessions, for example, used the Circle technique. Small-group activities were provided, for example, with opportunities for a spokesperson to report to the large group. In this way, the program was responsive to participants' needs by providing for discussions in dyads, triads, groups of four or five, and the full Circle.

10. Provision was made to make non-English-speaking parents feel at ease. Presentations at parents' sessions were made in both English and Spanish. In addition, materials were prepared for a bilingual audience.

11. Feedback from project "users" was obtained and utilized in an ongoing way for planning of future sessions, making changes and modifications, and preparing for future replication.

12. The project utilized validated content, materials, teaching strategies, and principles such as "peers teaching peers" deemed successful in prior years when conducting other pilot/demonstration programs for training inner-city parents as career educators.

13. Parents were offered incentives for the purposes of recruitment and retention, e.g., stipend of $5.00 for each workshop to cover transportation and other expenses; babysitting facilities; certificate of completion at an Awards Ceremony.

IV. Evaluation Methodology

The evaluation design, outlined in the proposal, describes a formative and a summative evaluation of the Project's goals, activities, and outcomes. In order to respond to the conditions of the evaluation design, instruments were developed for the collection of pre-test and post-test data on both Fall and Spring trainers. In addition, pre- and post-survey data were collected from parent participants in both cycles, as well as paper/pencil ratings from parents at the end of workshops conducted for sessions 2, 3, and 4.

A. Development of Evaluation Instruments and Procedures

At the outset of this project period, staff members conferred to review and refine evaluation instruments and techniques used the previous years, and to develop new procedures. The following measurement instruments were the products of the consultations:

1. Trainer Pre-Surveys -- These forms were developed to generate demographic data about the trainers (e.g. professional background). In addition, the exent of trainers' organizational involvement was measured, as well as their attitudes, knowledge, and skills related to parent education. Trainer pre-surveys were completed at the beginning of the Fall training cycle for the following purposes:

   - to provide information about the trainers' previous experience;
   - to supply data concerning the participating school district;
   - to give baseline data by which to determine the project's impact on trainers' self-preceptions of their parent education leadership potential and ability in the field of career development, and
   - to determine the extent of change in terms of individual/organizational involvement with career development activities.

2. Trainer Post-Surveys -- This form, also known as the Trainer Followup Survey, was constructed primarily to assess the impact of training on the attitudes, knowledge, and performance of trainers as group leaders of parents in career education activities. Personal impact questions were included to assess changes in competence through trainers' self-perceptions of group leadership. In addition, feedback was requested about the training program's effectiveness and quality for the purpose of obtaining qualitative data to be used in drafting future training proposals.

Another post-survey for trainers was designed for trainers who observed in the Fall cycle and participated actively as trainers during the Spring. This survey included similar material developed for Fall trainers, plus assessment of training impact during the participant-observer stage.

3. Parent Pre-Surveys -- The official title of this pre-test measure was "Parents As Career Educators: Survey." This assessment instrument was designed for a junior high school parent population as a measurement of parents' knowledge of and attitudes about special education prior to workshop attendance. All parents were given survey forms, available in both English and Spanish, at the first workshop session.

4. Parent Post-Surveys -- These forms (Parents as Career Educators: End of Program Survey) included statements designed to measure attitudinal and knowledge changes of parents related to "self" and children, based on program participaton. The surveys, which were

distributed at the final workshop session, were essentially the same as the pre-survey instruments.

5. Parent End-of-Session-Ratings -- These evaluative forms were designed to elicit qualitative data from parents concerning the effectiveness of sessions 2, 3, and 4. Parents were asked to rate these sessions in terms of content usefulness, learning gains, and group dynamics, for example, at the end of the time specified for the meeting.

6. Trainer-Observer Guides for Focused Observation -- This instrument was devised by project staff to provide trainer-observers with a learning tool for improving leadership skills through observations of parent concerns, group dynamics, and group leadership techniques. The format of this instrument required trainers to focus their observations on specific aspects of group interaction and leadership style.

V. District Demography

The project, during its third year, was conducted in three districts of the New York City Public School System. The borough of Staten Island, which comprises a single school district, often complains about its isolation and "underservice" from available New York City resources and programs. In order to respond to the perceived needs of the Staten Island Community, this project included the borough in both Fall 1986 and Spring 1987 training. Although two different groups of parents were trained during the 1986-1987 school year, Staten Island can be counted only as one district.

Training during the Fall 1986 and Spring 1987 cycles took place at the following geographic sites:

Fall Cycle

District 12	Bronx
District 31 (Group 1)	Staten Island, North Shore

Spring Cycle

District 9	Bronx
District 31 (Group 2)	Staten Island, South Shore

Each participating school district had distinctive characteristics which influenced the nature of concerns and attitudes expressed among parents; thus, trainers and project staff had to change, modify, and adapt workshop offerings to "match" these respective community needs and differences.

Table 1, which appears on the following page, describes District 12 and 31 (North Shore), participants during the Fall 1986 Cycle, in terms of ethnic composition, socioeconomic status, and type of housing. Table 2 on page 13 presents data on the same characteristics for District 9 and 31 (South Shore), program participants in the Spring of 1987. Reference to the North Shore will be as Group 1 in the future, whereas South Shore will be designated as Group 2.

Although all of the districts are located in New York City, it is apparent that the communities possess distinctive geographic and sociological characteristics. These neighborhood attributes are reflected in the socioeconomic conditions which determine, for example, the prevalent type of housing units.

TABLE 1
Demographic Data
Districts 12 and 31 (North Shore)
Fall, 1986

	DISTRICT 12	DISTRICT 31 (North Shore)
1. Ethnic Compostion (by percentage))		
Black	45.0	10.0
Hispanic	40.0	3.0
Other	15.0	87.0
Total	100.0	100.0
2. Socioeconomic Status	Low Income	Low to Middle Income
4. Housing (types of)	Multi-dwellings; Many "burnouts"	1 to 4-family homes

TABLE 2
Demographic Data
Districts 9 and 31 (South Shore)
Spring 1987

	DISTRICT 9	DISTRICT 31 (South Shore)
1. Ethnic Compostion (by percentage)		
Black	45.0	4.0
Hispanic	40.0	1.0
Other	15.0	95.0
Total	100.0	100.0
2. Socioeconomic Status	Low Income	Middle Income
3. Housing (types of)	Projects, multi-dwellings	1 and 2-family homes; condominiums

VI. Findings: A Detailed View

A. Parent Pre- and Post-Surveys

A pre-survey form was given to all parents at the beginning of the first workshop session held for each group respectively. Survey instruments were available, as needed, in both English and Spanish. (Copy of the pre-test survey form appears in the Appendix.)

Parents were given a post-survey form at the end of five workshop sessions. This form for the post-survey was identical to the pre-test in three areas, i.e., measurement of parents' knowledge and understanding of special education law and procedures; their present/future special education activities, and their attitudes/beliefs concerning individuals with handicapping conditions. Two additional checklist areas, included on the post-test because of relevance to program completion, were added to determine the usefulness and value of the workshop content, activities, and experiences. (Copy of this post-survey instrument apears in the Appendix.)

1. Fall 1986 Cycle — When Fall 1986 data related to parents' knowledge of and attitudes about special education were gathered and analyzed, on a pre- and post-basis, findings shown in Tables 3, 4, 5, 6, 7, and 8 resulted.

Tables 3 and 4, shown on pages 15, and 17, present information about "Parents' Knowledge and Understanding of Special Education Law and Procedures" in the form of correct scores obtained on true/false statements. Table 3, based on the pre-test administered before training began at the first workshop session, indicates that parents from District 12 had a slightly better knowledge and understanding of special education law and procedures; both mean scores, however, were well below average (61.9, District 12 and 59.5, District 31, Group 1). Scores for both groups of parents ranged from 2 to 8, with a median of 6. A project score for the pre-survey was 9.

TABLE 3
Parents' Knowledge and Understanding of Special
Education Law And Procedures
True/False Correct Items on Pre-Test*
Fall 1986

District	Parent	CORRECT ITEMS No.	CORRECT ITEMS %	Mean
12	1	6	66.7	
	2	7	77.8	
	3	6	66.7	
	4	2	22.2	
	5	8	88.9	
	6	4	44.4	
	7	6	66.7	
				61.9
31 (Group 1)	1	3	33.3	
	2	5	55.6	
	3	7	77.8	
	4	4	44.4	
	5	6	66.7	
	6	3	33.3	
	7	4	44.4	
	8	6	66.7	
	9	7	77.8	
	10	8	88.9	
	11	6	66.7	
	12	5	55.6	
	13	3	33.3	
	14	8	88.9	
				59.5

*Perfect Score = 9

Table 4, based on the post-survey administered at the end of the final workshop session, shows that District 12 parents maintained scores indicating better knowledge and understanding of special education law and procedures; both mean scores were above average (78.33, District 12 and 74.17, District 31). Scores for both groups of parents ranged from 6 to 9, with a median of 8. A perfect score for the post-survey was 10, because a question, not on the pre-test, was added —"Some jobs that used to be closed to people with special needs are no longer closed to them."

Tables 5 (pre-test) and 6 (post-test) present findings based on parent checklist responses about their present and future special education activities. Comparison of the two tables by observation indicates that, following training, parents seem more action oriented about helping their children with handicapping conditions through involvement with schools, community organizations, and "self-help" procedures.

TABLE 4
Parents' Knowledge and Understanding of Special Education Law And Procedures
True/False Correct Items on Post-Test*
Spring 1987

District	Parent	CORRECT ITEMS No.	CORRECT ITEMS %	Mean
12	1	8	80.0	
	2	9	90.0	
	3	7	70.0	
	4	6	60.0	
	5	8	80.0	
	6	9	90.0	
				78.3
31 (Group 1)	1	7	70.0	
	2	8	80.0	
	3	6	60.0	
	4	8	80.0	
	5	7	70.0	
	6	9	90.0	
	7	6	60.0	
	8	8	80.0	
	9	8	80.0	
	10	7	70.0	
	11	7	70.0	
	12	8	80.0	
				74.2

*Perfect Score = 10

TABLE 5
Parents' Present/Future Special Education Activities — Pre-Test
Districts 12 and 31 (Group 1)
Fall 1985 N=21

	RESPONSE									
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	3	14.3	2	9.5	2	9.5	10	47.6	4	19.1
Go to school's parent meeting	5	23.8	9	42.9	1	4.8	6	28.5	0	0.0
Make suggestion child's schooling after J.H.S.	2	9.5	4	19.1	3	14.3	12	57.1	0	0.0
Go to community organizations to get help	2	9.5	7	33.3	2	9.5	9	42.9	1	4.8
Learn about special rights because of disability	7	33.3	5	23.8	2	9.5	6	28.5	1	4.8
Show child books & magazines about careers	7	33.3	4	19.1	2	9.5	8	38.1	0	0.0
Get child to tell me about likes & abilities	10	47.6	4	19.1	7	33.3	0	0.0	0	0.0
Talk to people about right kind of job for my child	5	23.8	4	19.1	6	28.5	5	23.8	1	4.8
Think about the kind of job my child could do when school is finished	7	33.3	4	19.1	5	23.8	3	14.3	2	9.5
Learn about different programs in H.S. that would be best for my child	5	23.8	5	23.8	5	23.8	5	23.8	1	4.8

TABLE 6
Parents' Present/Future Special Education Activities — Post-Test
Districts 12 and 31 (Group 1)
Fall 1986, N = 18

	RESPONSE									
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	8	44.4	6	33.3	3	16.7	1	5.6	0	0.0
Go to school's parent meeting	10	55.6	6	33.3	0	0.0	1	5.6	1	5.6
Make suggestion child's schooling after J.H.S.	8	44.4	4	22.2	2	11.1	3	16.7	1	5.6
Go to community organizations to get help	11	61.1	5	27.8	0	0.0	2	11.1	0	0.0
Learn about special rights because of disability	13	72.1	1	5.6	3	16.7	1	5.6	0	0.0
[illegible]w child books & magazines about careers	13	72.1	3	16.7	1	5.6	1	5.6	0	0.0
Get child to tell me about likes & abilities	10	55.6	6	33.3	1	5.6	1	5.6	0	0.0
Talk to people about right kind of job for my child	12	66.6	3	16.7	3	16.7	0	0.0	0	0.0
Think about the kind of job my child could do when school is finished	13	72.1	2	11.1	0	0.0	2	11.1	1	5.6
Learn about differnt programs in H.S. that would be best for my child	12	66.6	4	22.2	0	0.0	1	5.6	1	5.6

Tables 7 (pre-test) and 8 (post-test) present data about "Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions" in the form of correct scores on disagee/agree items. Table 7, based on the pre-survey, shows that parents in District 31 were somewhat more knowledgeable in this area than those in District 12 (31's Mean = 60.0; 12's Mean = 54.3), although both scores were below average. Scores for both groups ranged from 3 to 8, with a median of 6. A perfect score for the pre-survey was 10.

Table 8, based on the post-survey, shows that District 31 maintained a slight edge when the mean was computed (31's Mean = 76.2; 12's = 75.0). Scores for both groups ranged from 8 to 14, with a median of 11. A perfect score for the post-survey was 14 because items were added to obtain evaluative data. Tables 9 and 10, which appear on pages 23 and 24, present findings based on these additional data from the post-survey.

Table 9, based on parents' perceptions of the usefulness of workshop activities, indicates that there was enthusiasm about the worthwhileness and utility of training sessions (see column "very useful"). Data in Table 10 verify the effectiveness of training from parents' yes/no respnses to workshop participation statements.

TABLE 7
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions — Pre-Test
Disagree/Agree Items on Pre-Test*
Fall 1986

District	Parent	CORRECT ITEMS No.	CORRECT ITEMS %	Mean
12	1	4	40.0	
	2	5	50.0	
	3	7	70.0	
	4	6	60.0	
	5	7	70.0	
	6	3	30.0	
	7	6	60.0	
				54.3
31				
(Group 1)	1	5	50.0	
	2	7	70.0	
	3	8	80.0	
	4	4	40.0	
	5	6	60.0	
	6	6	60.0	
	7	5	50.0	
	8	7	70.0	
	9	8	80.0	
	10	6	60.0	
	11	4	40.0	
	12	5	50.0	
	13	7	70.0	
	14	6	60.0	
				60.0

* Perfect Score = 10

TABLE 8
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions — Post-Test Disagree/Agree Items on Pre-Test
Fall 1986

District	Parent	CORRECT ITEMS No.	CORRECT ITEMS %	Mean
12	1	10	71.4	
	2	12	85.7	
	3	11	78.6	
	4	13	92.9	
	5	9	64.3	
	6	8	57.1	
				75.0
31				
(Group 1)	1	11	78.6	
	2	12	85.7	
	3	8	57.1	
	4	10	71.4	
	5	11	78.6	
	6	11	78.6	
	7	12	85.7	
	8	9	64.3	
	9	8	57.1	
	10	13	92.9	
	11	14	100.0	
	12	9	64.3	
				76.2

* Perfect Score = 14; items added to post-test to obtain program evaluation data.

TABLE 9
Parents' Perceptions of Usefulness of Workshop Activities — Post-Test
Districts 12 and 31 (Group 1)
Fall 1986, N=18

	RESPONSE							
	Not Very Useful		A Little Useful		Very Useful		No Response	
ITEM	No.	%	No.	%	No.	%	No.	%
Getting information from the speakers to help my child	0	0.0	1	5.6	17	94.4	0	0.0
Getting information about training & careers that might be useful for myself	0	0.0	5	27.8	12	66.7	1	5.6
Getting things to read	0	0.0	2	11.1	16	88.9	0	0.0
Asking questions about my own child	0	0.0	3	16.7	15	83.3	0	0.0
Listening to other parents talk about their children	0	0.0	4	22.2	13	72.2	1	5.6
Talking with other parents in the small group about our experiences on the "homework"	0	0.0	4	22.2	11	61.1	3	16.7
Practicing the career planning activities in the small group	1	5.6	3	16.7	11	61.1	2	11.1

TABLE 10
Parent Responses to Yes/No Statements Related To Workshop Participation — Post-Test
Districts 12 and 31 (Group 1)
Fall 1986, N=18

Item	Response			
	Yes		No	
	No.	%	No.	%
I would recommend this program to another parent.	18	100.0	0	0.0
The program showed me there are people and organizations to help my child find a job.	18	100.0	0	0.0
Because of this program, I am more familiar with what high school programs have to offer in special education.	16	88.9	2	11.1
Because of this program, I have a better idea of the requirements to get a high school diploma.	17	94.4	1	5.6
I tried some of the activities with my child.	18	100.0	0	0.0
I contacted organizations that sent people to the meetings.	13	72.2	5	27.8
I know more about careers my child is interested in because of this program.	15	83.3	3	16.7
I am better able to help my child decide on a career because of this program.	17	94.4	1	5.6
Because of this program, I know more about the kinds of jobs that are right for my child.	15	83.3	3	16.7
I agree with what the school says is my child's disability	9	50.0	9	50.0
I have been thinking about changing careers myself.	13	72.2	5	27.8
I have been thinking about going back to school.	16	88.9	2	11.1
I am currently working outside my home.	6	33.3	12	66.7
I am currently a student.	9	50.0	9	50.0
I am active in one or more community organizations (such as PTA, church groups, advocacy groups).	15	83.3	3	16.7

The post-test survey provided opportunities for parents to make spontaneous comments to open-ended questions concerning what was learned and what needs to be learned. Sample verbatim responses to these questions are listed below.

Question 6 — "What new thing did you learn about your child through this program?"

"There is more of a future than I had imagined."

"I learned how to communicate with him about careers, his likes, and many more things."

"That her and I have a lot of the same interests, and maybe I can help guide her."

"That there are many organizations to help my child."

". . . about careers."

. . . his rights at school."

Question 7 requested parents to respond to "What is your child's disability?" Four of the 18 respondents (22.2%) replied "learning disabilities": 3 stated "slow learner" (16.7%); 3 wrote "none" (16.7), and 8 (44.4%) gave highly individualized responses, such as "reading," "not sure," "hearing impaired," "talking problems," and "visual-perceptual-motor-hyperactive."

Question 8 — "What kind of work do you think your child can do?" elicited both general and specific responses, such as "anything that deals with speaking and contact with people," and "he can be anything he wants to be" to "mechanic," "baseball player," "model," "nursery school teacher," "beautician," "electrician," and "carpenter."

When parents were asked "9. Would you like to continue these meetings?" they all responded "Yes!" "Don't stop." "They are most helpful to parents and students."

Question 10 — "What else would you like to learn about?"

". . . getting these children Social Security and whatever they are entitled to."

"How to motivate my daughter to read more so she can be more successful in school."

"More specific job opportunities, e.g., feedback from employed people, employers of their requirements for handicapped employment."

"About more organizations and more jobs."

"How to change the laws of the public schools which feels my children are slow therefore, we mustn't expect too much from them. I'd like more homework and stricter rules they can grow by."

Post-test parents' scores indicate learning gains based on training when comparisons are made with pre-test data. Table 4 shows means of 78.3 and 74.2 for the post-test item parents' knowledge and understanding of special education law and procedures (page 17); pre-test means for these same items (Table 3, page 15) were 61.9 and 59.5.

When pre- and post-test data concerning parents' attitudes/beliefs concerning individuals with handicapping conditions were compared (Table 7, page 21 with Table 8, page 22), differences in favor of the post-test were observed for both districts as follows:

	Mean	
	Pre-test	Post-test
District 12	54.3	75.0
District 31 (Group 1)	60.0	76.2

The growth in the group means for both sets of scores, in favor of the post-tests, are indicative of learning gains attributable to effective training. This conclusion is supported by data from all other sources, e.g., parents' responses to open-ended statements which reflect satisfaction with the quality of training.

2. Spring 1987 Cycle -- Data for the Fall 1986 Cycle were presented in detail for parents in Districts 12 and 31 (Group 1). A variety of reporting styles was used, e.g., listing of individual rather than group scores, setting forth separate pre- and post-survey tables, as well as presenting and comparing group means.

This section of the evaluation will report Spring 1987 data from Districts 9 and 31 (Group 2) using a similar but not identical format. For example, more data will be presented in group context and pre-/post-survey summaries will appear in the same table, if possible. Overall succinctness and referencing to Fall 1986 explanations will be utilized to avoid redundance. Where appropriate, comparisons between Fall 1986 and Spring 1987 data will be made.

Table 11 presents pre- and post-survey data for both districts concerning parents' knowledge and understanding of special education law and procedures. When the parents in both districts responded to the pre-survey, administered prior to presentation of the first workshop, they had a "poor" knowledge and understanding of special education law and procedures.

TABLE 11
Parents' Knowledge and Understanding of Special Education Law and Procedures
Pre- and Post-Survey True/False Correct Items by District Means*
Spring 1987

District	Correct Item Mean Pre-Survey	No. of Parents	Correct Item Mean Post-Survey	No. of Parents
9	66.7	14	80.0	12
31 (Group 2)	55.6	4	80.0	2

* Raw scores based on 100 for perfect rating.

After five sessions of workshop training, both groups of parents improved their knowledge and understanding to better than average. Comparison of these data with Fall 1986 findings revealed the following information:

District	Pre-test Mean	Post-test Mean	Mean Difference
12 (Fall)	61.9	78.3	+16.4
31 (Fall) (Group 1)	59.5	74.2	+14.7
9 (Spring)	66.7	80.0	+13.3
31 (Spring) (Group 2)	55.6	80.0	+24.4

As a result of training, all districts made substantial gains in learning about special education law and procedures; District 31 (Group 2) posted the largest gain (+24.4); District 9, the least (+13.3).

Table 12 on page 30 indicates findings related to parents' present/future special education activities. Findings are presented in terms of pre-and post-survey percentages for parents performing these activities. Pre-test data indicate that parents were reluctant to engage in special education activities on a regular and an ongoing basis. This fact is verified by the percentage of parents who responded in the "often" category or failed to answer.

Post-survey data show that workshop training had an appreciable effect on the parents in both districts in terms of how "often" special education and career development activities were performed. Parents in both districts acknowledged their greater commitment to "often" attending parent-meetings, going to community organizations, and working with their children and agencies about careers, for example, thus pointing to increased awareness of special education responsibilities and greater assertiveness in responding to parental demands.

During the Fall Cycle, when the project conducted workshops in Districts 12 and 31 (Group 1), similar results were obtained. (See Tables 5 and 6 pages 18 and 19). Based on the pre-and post-survey data collected from all districts, during the Fall 1986 and Spring 1987 program cycles, it can be concluded that parents made learning gains, which are attributable to training, concerning ways to work more effectively with the school, outside agencies, and their children to obtain services for the enhancement of career development plans, processes, and procedures.

TABLE 12
Parents' Present/Future Special Education Activities Pre- and Post-Survey Percentages for Districts 9 and 31 (Group 31)
Spring 1987, N=18 (Pre-); 14 (Post)

	RESPONSE (By Percentage of Parents)									
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**	**Pre**	**Post**
Working with school to plan child's EIP	11.1	57.1	22.2	42.9	44.4	0.0	16.7	0.0	5.6	0.0
Go to school's parent meeting	5.6	64.3	16.7	21.4	27.8	14.3	38.8	0.0	11.1	0.0
Make suggestions about chid's schooling	0.0	28.6	5.6	21.4	50.0	7.1	44.4	42.9	0.0	0.0
Go to community organizations	5.6	35.7	44.4	50.0	22.2	0.0	27.8	14.3	0.0	0.0
Learn about special rights	5.6	71.4	16.7	7.1	44.4	7.1	22.2	14.3	11.1	0.0
Show child career books & magazines	0.0	57.1	0.0	42.9	16.7	0.0	50.0	0.0	33.3	0.0
Get chld to tell me about likes/dislikes	11.1	71.4	22.2	28.6	16.7	0.0	44.4	0.0	5.6	0.0
Talk to people about right kind of job	5.6	28.6	11.1	14.3	33.3	7.1	44.4	50.0	5.6	0.0
Talk about the kind of job my child could do	11.1	28.6	22.2	50.0	44.4	7.1	11.1	14.3	11.1	0.0
Learn about differnt H.S. program	5.6	50.0	44.4	7.1	22.2	7.1	11.1	27.8	16.7	0.0

Data in Table 13 (page 32) present pre- and post-survey responses of parents concerning their attitudes/beliefs concerning individuals with handicapping conditions. These data are set forth in terms of means for correct items scored on "disagree/agree" statements. Based on the higher mean scores obtained in favor of the post-test, it can be assumed that parents in both districts became more aware, knowledgeable, and understanding of the problems, concerns, needs, and aspirations of youth with handicapping conditions as the result of exposure to workshop experiences. A similar growth pattern was observable, during the Fall 1986 program cycle, when parents in Districts 12 and 31 (Group 1) showed appreciable change in attitudes/beliefs concerning individuals with handicapping conditions (Table 7, page 21 and Table 8, page 22) as follows:

	Correct Item Mean		Mean Post-test
	Pre-test	Post-test	Gain
District 12	54.3	75.0	+20.7
District 31 (Group 1)	60.0	76.2	+16.2

While all districts showed gains in favor of the post-test mean, District 9 achieved the greatest change (+27.9) and District 31 (Group 2) the least (+15.0).

Two additional checklist areas were added to the post-test because of their relevance to program completion: usefulness of seven items "we did or talked about"; applicability of 15 career development and/or special education summary statements to program participants.

TABLE 13
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions
Pre- and Post-Survey Disagree/Agree Items by District Means*
Spring 1987

District	Correct Item Mean Pre-Survey	No. of Parents	Correct Item Mean Post-Survey	No. of Parents	Mean Post-test Gain
9	52.1	14	80.0	12	+27.9
31 (Group 2)	60.0	4	75.0	2	+15.0

*Raw scale based on 100 for perfect rating.

Table 14, on the following page, gives the parents' perceptions of "usefulness" of workshop activities, number of responses, and percentage of responses. By and large, parents in both districts perceived the workshop activities to be "very useful." Comparisons with District 12 and District 31 (Group 1) responses may be made by referring to Table 9 (page 23).

The data in Table 15 (page 34) present summaries of parent responses by percentage to 15 statements related to workshop participation. On the whole, parents gave responses that indicated training had had an impact on their knowledge about and performance of workshop activities.

TABLE 14
Parents' Perceptions of Usefulness of Workshop Activities — Post-Test
Districts 9 and 31 (Group 2)
Spring 1987*

Item	Not Very Useful		A Little Useful		Very Useful	
	No.	%	No.	%	No.	%
Getting information from speakers to help my child	0	0.0	1	7.1	13	92.9
Getting information about careers and training that might be useful for myself	2	14.3	2	14.3	10	71.4
Getting things to read	0	0.0	3	21.4	11	78.6
Asking questions about my own child	0	0.0	1	7.1	13	92.9
Listening to other parents talk about their children	1	7.1	3	21.4	10	71.4
Talking with other parents in the small group about our experiences on the "homework"	0	0.0	2	14.3	12	85.7
Practicing the career planning activities in the small group	0	0.0	0	0.0	14	100.0

*N = 14

TABLE 15
Parent Responses to Yes/No Statements Related to Workshop Participation — Post-Test
Districts 9 and 31 (Group 2)*
Spring 1987

Item	Yes No.	Yes %	No No.	No %
I would recommend this program to another parent.	14	100.0	0	0.0
This program showed me there are people and organizations to help my child find a job.	14	100.0	0	0.0
Because of this program, I have a better idea of requirements to get a high school diploma.	14	100.0	0	0.0
Because of this program, I am more familiar with what H.S. programs have to offer in special education.	14	100.0	0	0.0
I tried some of the activities with my child.	13	92.9	1	7.1
I contacted organizations that sent people to the meeting.	9	64.3	5	35.7
I know more about what careers my child is interested in because of the program.	13	92.9	1	7.1
I am better able to help my child decide on a career because of this program.	10	71.4	4	28.6
Because of this program, I know more about the kinds of jobs that are right for my child.	9	64.3	5	35.7
I agree with what the school says is my child's disability.	7	50.0	7	50.0
I have been thinking about changing careers for myself.	7	50.0	7	50.0
I have been thinking about going back to school.	6	42.9	8	57.1
I am currently working outside my home.	7	50.0	7	50.0
I am currently a student.	6	42.9	8	57.1
I am active in one or more community organization such as PTA, church groups, advocacy groups, etc.	8	57.1	6	42.9

* N = 14

District 9 and District 31 (Group 2) parents expressed similar needs to those written by Fall 1986 participants when they answered question 10 "What else would you like to learn about?" Anxieties and uncertainties about being a "good" and "understanding" parent as the child entered adolescence and became more difficult were expressed. In addition, parental needs for coping with frustrations and helping children do the same were mentioned. Comments in this area reflected concerns about special education students' present as well as future development.

All of the parents in Districts 9 and 31 (Group 31) were in favor of continuing workshop training. It had provided them with information about career development and special education programs, in addition to fostering meaningful relationships with other parents with similar problems and concerns.

B. Parent-End-of-Session Ratings -- Fall 1986 and Spring 1987 Cycles

These ratings forms were designed primarily to measure parent attitudes and knowledge. In addition, they reflect trainer effectiveness, as well as the usefulness and practicality of workshop content. Parents were asked to complete rating forms at the end of sessions 2, 3, and 4, thus providing "user feedback" concerning positive and negative aspects of individual workshop presentations for modification and change of content, activities, and trainer presentation. (The first and the last workshops were used for completing pre-and post-survey instruments.) Parents responded very favorably to the three workshop sessions, in general. Table 16 on page 37, presents the mean overall ratings concerning five attributes of the sessions on a 3-point scale (3 = very good, 2 = somewhat good, 1 = not very good.)

As shown in Table 16, respondents were consistentely enthusiastic about the workshop in terms of qualities designated as "worthwhileness," and "value of speakers," and "interesting." On the other hand, they did not rate the "useful career ideas" which they tried out at home as highly. The mean ratings for "meeting length" contained some expressed dissatisfaction because sessions were regarded as being "too short." In other words, respondents liked what the workshops offered and wanted more time for participation.

Data gathered for separate districts in a given cycle have been combined because of small numbers at a specific site. In the Fall 1986 cycle, the number of District 12 parent participants tended to be smaller due to prevailing socioeconomic conditions. This school district has suffered from a steadily dwindling pupil population as housing stock deteriorated and became uninhabitable. One the other hand, during the Spring 1987 cycle, some Staten Island parents found the workshop schedule from 3:00 to 5:00 p.m. incompatible with early session school dismissal at 1:30 p.m.

By combining total parent data for the Fall 1986 Cycle and comparing them to Spring 1987 data, a better basis for measuring and assessing findings can be made. This practice will be used throughout this evaluation.

Table 17, on page 38, shows mean ratings, on a 3-point scale (3 = very useful, 2 = a little useful, 1 = not very useful) of the activities included in each of the workshop sessions evaluated (2, 3, and 4).

TABLE 16
Mean Values of Workshop Sessions Rated by Parents
Fall 1986 and Spring 1987* +

Item	2	3	4	Item 3-Session Mean
1. Worthwhileness				
Fall	3.00	2.75	3.00	2.92
Spring	2.75	2.87	3.00	2.87
2. Interest				
Fall	3.00	2.88	3.00	2.96
Spring	2.75	3.00	3.00	2.92
3. Value of Speakers				
Fall	2.50	3.00	3.00	2.83
Spring	2.85	2.80	3.00	2.88
4. Useful Career Ideas				
Fall	3.00	2.44	2.80	2.75
Spring	2.50	2.67	2.60	2.59
5. Meeting Length				
Fall	2.00	3.00	2.80	2.60
Spring	2.75	2.47	2.60	2.61
Session Mean Rating				
Fall	2.70	2.81	2.92	2.81
Spring	2.72	2.76	2.84	2.77
Size of N				
Fall	20	16	15	
Spring	15	15	10	

*100% of Fall Cycle respondents at all three sessions indicated that they could recommend the meeting to a friend; more than 98% of Spring Cycle respondents indicated that they would make such a recommendation.

+Fall Cycle = Districts 12 and 31 (Group 1);
Spring Cycle = District 9 and 31 (Group 2)

TABLE 17
Mean Ratings by Parents of Seven Workshop Activities
Fall 1986 and Spring 1987 Cycles

Item	Session Number			Item 3-Session Mean
	2	3	4	
1. Getting information from speakers to help my child				
Fall	2.60	2.69	2.80	2.70
Spring	2.80	2.80	2.80	2.80
2. Getting information about training and careers that might be useful for myself				
Fall	2.07	2.50	2.07	2.21
Spring	2.45	2.47	2.20	2.37
3. Getting things to read				
Fall	2.87	2.69	2.80	2.79
Spring	2.65	2.87	2.60	2.71
4. Asking questions about my own child				
Fall	2.73	2.69	2.80	2.74
Spring	2.45	2.80	2.80	2.75
5. Listening to other parents talk about their children				
Fall	2.47	2.50	2.60	2.52
Spring	2.45	2.47	2.50	2.47
6. Talking with other parents in the small group about our experiences on the "homework"				
Fall	2.80	2.50	2.47	2.59
Spring	2.75	2.47	2.50	2.57
7. Practicing the career planning activities in the small group				
Fall	2.80	2.69	2.73	2.74
Spring	2.75	2.76	2.80	2.77
Session Mean Rating				
Fall	2.62	2.61	2.61	2.61
Spring	2.64	2.66	2.60	2.63
Size of N				
Fall	20	16	15	
Spring	15	15	10	

Although the mean ratings presented in Table 17 indicate the respondents were overwhelmingly positive regarding all workshop rated items, they were most favorable to three activities, i.e., ". . . information from speakers," ". . . questions about my own child," and "practicing career planning activities in the small group". The least favorable rating was given to the category "getting information about training and careers that might be useful for myself."

Table 18, on the following page, presents the parents' rating of effectiveness of small group activities, largely as a dimension of trainer competence, using a 3-point scale (3 = always, 2 = sometimes, 1 = never). Based on the data provided by respondents, it can be concluded that trainers were perceived as competent in cognitive and affective aspects of small group leadership.

All of the parents at the three sessions felt that the leader offered good suggestions, there was good group feeling, and a high comfort level existed during the small-group activities. High ratings were given to leaders who were perceived to be good listeners and clear explainers, gave everyone a chance to speak, and understood parent concerns.

TABLE 18
Parent Mean Ratings of Seven Small Group Processes and Activities at Each Session
Fall 1986 and Spring 1987 Cycles

	Session Number			Item 3-Session
Item	2	3	4	Mean
1. Leader listened.				
Fall	3.00	2.88	3.00	2.96
Spring	2.85	2.87	3.00	2.91
2. Leader gave everyone a chance to speak.				
Fall	3.00	2.88	3.00	2.96
Spring	2.85	2.80	3.00	2.88
3. Leader understood parent concerns.				
Fall	3.00	2.81	2.80	2.87
Spring	3.00	3.00	2.70	2.90
4. Leader offered good suggestions.				
Fall	3.00	3.00	3.00	3.00
Spring	3.00	3.00	3.00	3.00
5. There was good group feeling.				
Fall	3.00	3.00	3.00	3.00
Spring	2.85	2.80	2.90	2.85
6. I was comfortable speaking.	2.75	3.00	3.00	2.92
	3.00	3.00	3.00	3.00
7. I understood what the leader talked about.				
Fall	2.70	2.44	2.80	2.65
Spring	2.75	2.76	2.60	2.70
Session Mean Rating				
Fall	2.94	2.86	2.94	2.91
Spring	2.91	2.89	2.84	2.88
Size of N				
Fall	15	16	15	
Spring	20	15	10	

Table 19, on the following page, contains the parent mean ratings of information and skills conveyed at each workshop session, based on a 3-point scale (3 = learned a lot, 2 = learned a little, 1 = did not learn much). Parents felt they had learned the most about where to get help for their children, how to work with other parents and the schools to get help, and ways to do things at home to help children learn about career interests and abilities. Parents felt they had learned the least about the kinds of jobs available to and the career training needed for their children, as well as the qualities business looks for in workers.

TABLE 19
Mean Ratings of Parents' Learning at Each Session for Ten Factors
Fall 1986 and Spring 1987 Cycles

Item	Session Number 2	3	4	Item 3-Session Mean
1. What the schools do for students with special needs				
Fall	2.80	2.88	2.85	2.84
Spring	2.90	2.85	2.90	2.89
2. What other organizations do for students with special needs				
Fall	2.80	2.81	2.85	2.82
Spring	2.72	2.75	2.80	2.76
3. Where I can get help for my child or my family when we have problems				
Fall	3.00	3.00	3.00	3.00
Spring	2.80	2.85	3.00	2.88
4. How to work with other parents				
Fall	2.75	2.81	2.85	2.80
Spring	2.80	3.00	2.80	2.87
5. How to work with other organizations to help my child				
Fall	2.75	2.81	2.80	2.79
Spring	2.75	2.75	2.80	2.77
6. How to work with schools to help my child				
Fall	2.75	2.88	2.80	2.81
Spring	2.85	3.00	2.00	2.95
7. Things I can do at home to help my child learn about his or her interests and abilities				
Fall	2.80	2.88	2.80	2.83
Spring	2.90	2.87	3.00	2.92

Notes: (continued on next page)

Item	Session Number 2	 3	 4	Item 3-Session Mean
8. What kinds of jobs might be available for my child				
Fall	2.65	2.44	2.47	2.52
Spring	2.47	2.47	2.60	2.51
9. What kind of training is needed for different careers				
Fall	2.45	2.44	2.47	2.45
Spring	2.67	2.44	2.00	2.37
10. What business looks for in workers				
Fall	2.45	2.44	2.47	2.45
Spring	2.67	2.67	2.74	2.69
Session Mean Rating				
Fall	2.72	2.74	2.00	2.49
Spring	2.75	2.77	2.69	2.74
Size of N				
Fall	20	16	15	
Spring	15	15	10	

It should be noted that the findings shown in Tables 6, 7, 8, and 9 are consistent with those obtained in the first two years of the project's operation, pointing to stability and consistency of the training model and its implementation over a three-year period.

When parents were asked to respond to open-ended statements concerning aspects of each workshop they thought best, those that could have been improved, and those where they had questions or needed additional information, they made the following representative comments:

Best about today's meeting

"the picture career activity"
"specific information about high school"
"ways to get help for my child"
"information about choosing careers"
"values exercise"
"group session"
"the speakers"
"defining handicaps"
"learning to help children, self and family"
"different learning problems and styles"
"child advocates to help the disabled"
"learning more about special education

Things that could have been improved

"more time for questions and answers"
"parents to bring other parents"
"helping children who do not progress"
"longer meetings"
"time to talk about our feelings concerning handicaps"
"more time to talk to speakers informally"

Questions and additional information added

"job possibilities for children without diplomas"
"more about high school qualifications"
"to know more about group sessions . . . I know how to get help."
"motivating my child to read"
"more about mental health sliding fee scale"
"how to help a shy child"
"jobs for the learning disabled"

Many parents wrote comments to express their satisfaction with the sessions, stating that they were "great as is" and "should not be changed in any way." Typical comments made about session positives, as well as unfulfilled needs and suggested changes, reflected parental concerns for their children with handicapping conditions. Most of the time, when negative feelings were mentioned, they reflected parents' thirst for more of what was offered and more time for participation.

C. Trainer Data

1. Trainer Pre-Survey, Fall Cycle — These pre-survey forms yielded data concerning the educational and professional backgrounds of trainers, in terms of experience in special education, and work with parents of junior high school age children. Table 20 contains the percentage of trainers from Districts 12 and 31 (Group 1) included in each self-designated special educational category.

Table 21, on page 48, contains a breakdown of trainers, by percentage, with regard to experience in non special education job titles. Some trainers appear in more than one category because both past and present experiences were included.

Table 22, on page 49, shows the percentage of trainers who indicate that they had prior experience either working with parents of special education junior high school age children or in career education programs.

TABLE 20
Percentage of Trainers by Special Education Self-Designated Job Title
Fall 1986 — Districts 12 and 31 (Group 1)

Job Title	Percentage 12*	 31 (Group 1)**
Teacher — LD	21.1	20.0
Teacher — EH	21.1	13.3
Teacher — Autistic/Deaf or Language Impaired	5.3	13.3
Teacher — Curriculum Area	10.5	26.7
Teacher — HC 30	10.5	6.7
Special Education Teacher — TPD	10.5	0.0
CIT (Crisis Intervention Teacher) — Coordinator	5.3	13.3
Special Education Teacher — Title I, CRMD	5.3	6.7
Paraprofessional	5.3	0.0
Bilingual Education Evaluator	5.3	0.0
Total	100.0	100.0

*N = 19

**N = 15

TABLE 21
Percentage of Trainers with Non Special Education Experience
Fall 1986 — Districts 12 and 31 (Group 1)

Nature of Experience	Percentage 12*	 31 (Group 1)**
Teacher — Elementary	30.0	17.1
Teacher — JHS and High School	10.0	14.3
Paraprofessional	10.0	2.9
Restaurant and Catering	10.0	0.0
Office and Clerical	15.0	22.9
Industrial and Medical	15.0	14.3
Counseling — Camp and Other	10.0	2.9
Legal	0.0	5.7
Management	0.0	5.7
Other — Miscellaneous	0.0	14.3
Total	100.0	100.0

*N = 20; ** N= 35; Individual trainer may appear in more than one category.

Table 23, which appears on the same page with Table 22, contains similar percentages on an organizational level by indicating the proportion of trainers who worked in schools or organizations providing career education to parents and/or students, as well as the extent of the organization's contact with other agencies.

TABLE 22
Percentage of Trainers with Relevant Parent Leadership or Career Education Experience
Fall 1986 — Districts 12 and 31 (Group 1)

Type of Experience	Percentage 12	 31 (Group 1)
J.H.S. Parent — Special Education	100.0	80.0
Career Education	50.0	50.0

TABLE 23
Percentage of Trainers Working in Organizations Providing Career Education Services and/or Maintaining Contact with Other Agencies
Fall 1986 — Districts 12 and 31 (Group 1)

Service	Percentage 12	 31 (Group 1)
Career Education — Students	40.0	60.0
Career Education — Parents	20.0	20.0
Contact with Other Agencies	40.0	60.0

Table 24, on page 51, gives the pre-test mean ratings for trainers who indicated their comfort levels on eight concepts involving knowledge, skills, and attitudes towards working with special education parents on the subject of career education. A 4-point, Likert-type rating scale was used, where "1" indicated the trainer was uncomfortable with the concept and "4" indicated the trainer was very comfortable.

On an overall basis, the mean ratings for all 8 concepts in toto by trainers in both districts were almost identical. When taken into consideration as separate concepts, however, concepts f. and g. relating to "content knowledge" received the lowest ratings, suggesting that trainers felt the greatest need for training in factual and cognitive areas. The trainers in both groups showed a very positive orientation toward the concept of "parents as career educators of their own childen." They, also, perceived themselves as individuals possessing some skills necessary for parent leadership and having the flexibility to "adapt" these skills "to a special education population."

2. Trainer Post-Survey, Fall Cycle

   a. Fall Cycle, Post-Survey — The purpose of this survey instrument was to evaluate the impact of training seminars and workshops on trainers' perceptions of their leadership skills, opinions concerning the effectiveness of training, and future plans for conducting similar career development workshops.

TABLE 24
Pre-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Fall 1986 — Districts 12 and 31 (Group 1)

	Concept	Mean Rating by District	
		12	31 Group 1)
a.	It is worthwhile to involve parents as career educators of their own children.	3.44	3.00
b.	Parents should be advocates for their own children.*	3.89	3.78
c.	I have the skills to work with parents in small groups.	3.22	3.22
d.	I have the skills to work with parents in large groups.	3.22	3.11
e.	I have the skills to work with parents on a one-one basis.	3.78	3.44
f.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	2.56	2.44
g.	I have the skills and content knowledge to train parents to become advocates for their own children.*	2.44	2.56
h.	I can adapt my skills and knowledge to a special education population.+	3.22	3.44
	Mean Rating for 8 Concepts	3.22	3.12

*Not included on the post-test form.

+Reworded on post-test.

Table 25, on the following page, gives post-test mean ratings to indicate comfort levels on eight concepts, following training, involving knowledge, skills, and attitudes toward working on career education with special education parents. Five of the concepts measured on the post-test were identical with those assessed by the pre-test (i.e. worth of involving parents as career educators of their own children; skills to work with parents in small groups, large groups, and one-to-one; content knowledge to help train parents as career educators). When mean ratings on the pre- and post-tests were compared for these five concepts, they were generally higher in favor of the post-test. (See Table 24 for pre-test mean ratings.) Post-test concepts f, g, and h attempted to assess trainers' perceptions of their skills, content knowledge, and experience when utilized with special education parents from mainstream, bicultural, and/or limited English language ability. The lowest mean ratings were obtained from trainers' data in both districts for the concept "utilize my experience with parents of special education students who also have limited English language skills." This finding is consistent with the backgrounds of most trainers, who are fluent only in English.

It should be noted from comparing the overall mean ratings of pre- and post-tests that both districts' trainers perceive themselves to be more skillful and knowledgeable in terms of parent leadership and career education as the result of training.

TABLE 25
Post-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Fall 1986 — Districts 12 and 31 (Group 1)

	Concept	Mean Rating by District	
		12	31 (Group 1)
a.	It is worthwhile to involve parents as career educators of their own children.	4.00	4.00
b.	I have the skills to work with parents in small groups.	3.60	3.75
c.	I have the skills to work with parents in large groups.	3.75	3.80
d.	I have the skills to work with parents on a one-to-one basis.	3.80	3.75
e.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	3.25	3.25
f.	I have the skills and content knowledge to use my experience with parents of a special education population.	3.25	3.38
g.	I have the skills to utilize my experience with a bi-cultural population.	3.63	3.60
h.	I have the skills to utilize my experience with parents of special education students who also have limited English language skills.	2.80	2.63
	Mean Rating for 8 Concepts	3.51	3.52

The bulk of this post-survey form was open-ended, providing opportunities for trainers to respond to questions, give general reactions, and assess various techniques used in the parent workshops. The following results were obtained from four questions posed by the survey:

a. As a result of participating in the program what did you learn about yourself as a parent-group leader?

District 12 trainers responded in two ways about self-learning — one, to express confidence in group leadership skills; the other, to express needs for additional training. Those who focused on the effectiveness of their skills said, for example, "I have a lot to offer parents, although I'm childless." "I'm more confident of my ideas and ability." "I enjoyed working with adults." "I have a rapport for parents' needs." "I can help parents who are shy about discussing their children." Those trainers with perceived needs said, "We didn't have enough time." "In terms of meetings, two times a week or three hours would help." "There's more to do. I didn't know how little parents know about career education." "Presentations by guest speakers should be monitored." "There should be time for more sharing and planning of workshops." "More information needed about career opportunities and vocational training." "More encouragement needed so that more parents can speak out in the large group." "A slower pace is needed." "Time needed for co-leaders to prepare."

As a group, trainers from District 31 were more optimistic about the effectiveness of training and their skills as group leaders.

Representative statements were, "I enjoyed interaction of parent training." "I like the challenge of rephrasing questions and playing the session by ear." "I'm a 'people' person!" "I learned that sensitivity is my greatest asset." "I learned to listen better." "I'm more effective because I learned how to use my teaching/counseling background." "I learned that I don't have to 'be bossy' in groups." "It makes me happy to be a facilitator." "I have skills I didn't know I had." "I gained self-confidence."

At the other end of the reaction spectrum, several trainers admitted that they "fear hostility" and that group work can be "emotionally draining."

b. In what ways did the program change your ideas about the needs of special education students?

Several trainers from District 12 indicated that there had been little change because they came into the program with awareness and sensitivity to these parents' needs. Most of the trainers in both Districts, however, admitted to dramatic changes saying, for example, "Parents are more concerned that I had thought." "I learned that Special Education parents have the same needs and wants for their children as mainstreamers." "Special Education parents are entitled to what is theirs by law."

Trainers from District 12 and District 31 defined their growth in terms of recognizing parents' needs for information more effectively. For example, trainers said, "In order to help parents with their needs for information, I need more patience." "These parents need more help with career education resources." "I know more about parents' needs for vocational guidance themselves." "Parents need information about contacts and resources, as well as ways to obtain help."

c. Other than in the workshops with parents or with the child with whom your practiced the exercises, have you tried any of the career education exercises/activities that were used in the workshops?

Responses of trainers in both districts ran the gamut from "none" or "not applicable" to enthusiastic and regular use of activities with students, parents, colleagues, and friends, in need of decision-making skills.

In District 12 typical comments were, "Useful for many kinds of parent groups." ". . . with my daughter and some students in my class."

Trainers from District 31 made the following representative comments: "I used the activities with my class." ". . . good with my church youth group." "I discussed career education with the parent of my tutee." ". . . activities good with adult friends." "I'll use activities at a March workshop."

d. In what ways has your participation in this program generated plans to use the workshop or related activities with the parents, colleagues, students, etc. at your school or organization? Responses here varied from informal comments about using the activities in "general conversation" to formal statements about including career education in PTA meetings, parent groups, teacher workshops, and career fairs.

Trainers in both districts referred to a wide variety of upcoming school events (career day, career fair, parent workshops, teacher training, parent needs assessment, PTA liaison sessions) where the career education curriculum and parent group leadership skills would be used in the planning and implementing phase of programs. The most unusual response came from District 31 trainers who said, "I plan a program at the housing project." "I'm starting a program at Mariner's Harbor." "Career Education will be part of my Science Program."

Further data were generated by the Trainer Post-Survey under the heading GENERAL REACTIONS. The purpose of this part of the post-survey was to measure program effectiveness in four areas:

- strengths and needs improvement;
- specific techniques (e.g., resource people, small group activities, paired co-trainers);
- most important training aspect of skill building, and
- least important training aspect of skill building.

a. Looking back at the meeting for trainers held before and after the sessions for parents, list the main strengths and areas that need improvement (for example, modeling techniques, debriefing of previous workshops, sharing of trainer experiences, planning and print materials):

All trainers considered the use of modeling techniques as highpoints of the training. In addition, trainers were enthuiastic about the well-planned and well-organized sessions conducted by competent and knowledgeable project staff members. Other strengths mentioned related to the rapport established, which encouraged openness and sharing among participants.

There were mixed reactions to debriefing periods for previous workshop activities; trainers were split with some calling this activity "meaningful," while others thought improvement was needed to make it effective. The most negative comment in this section of the post-survey was that "speakers" should be "more attitudinally appropriate to the population addressed."

b. Describe the ways each of the following techniques contributed to the overall effectiveness of the parent workshops:

- Presentations of resource people to the large group — Most trainers were favorably disposed to the resource people who attended and to the quality of their presentations. Representative positive comments from trainers were that "they enlarged my sense of career possibilities." "These are people to whom parents should be referred." "They are vast resources of career and vocational information."

The trainers had additional positive statements about resource people which related to the high quality of printed materials distributed and to the well planned presentations offered.

- Small group activities — Trainers in both districts agreed on the effectiveness of small group activities as providers of opportunities for parents to discuss their concerns, share experiences, and practice career development activities they were expected to do as "homework" with their children. Typical comments were, "More people were able to speak out." "An idea exchange was generated." Some trainers made comments about small group activities conducted in Spanish. These trainers favored bilingual approaches as essential for parents of limited English backgrounds, because it made them "feel welcome." Another comment suggested that an "interpreter was needed for non Spanish-speaking presenters."

- Use of paired co-trainers — All parent groups were run by two or more trainers. Reaction to this procedure was almost universally positive with trainers saying, "There was cooperation." "Different ideas helped to motivate the group." "I gained respect for another's talents." "There was shared responsibility."

A few noncommittal or negative reactions were also expressed. For example, trainers said, "At times I wanted to work alone." "It was a strain to work closely with another person."

- Presence of trainer-observers — This program component seemed to be the most controversial. Trainer-observers elicited either high praise or negative comments from trainers in both districts. Trainers who felt positive about the presence of trainer-observers indicated that they were, "an additional source of feedback." "They gave additonal information." "They made good criticisms."

On the negative side, some trainers felt burdened and uncomfortable with the presence of trainer-observers. These trainers said, "they were not always necessary or helpful." "There were too many trainers, especially when observers participated." "They changed things by being evaluators."

- Print materials given to parents — All trainers indicated that printed materials provided parents with essential information in writing that could be used currently and referred to later as needed. Representative comments were: "Visual stimulation." "Leaflets were always important for information to parents." "Excellent for home practice and reading." "We need more of this much appreciated material."

- "Giving testimony" at the end of each session — Most trainers in both districts felt this to be a "helpful and effective" way to end sessions. Typical positive comments were, "It added structure." "It gave good closure." "It provided an excellent summary." "It gave clarity and added meaning."

On the negative side, some trainers found this activity "uncomfortable," "awkward," or "difficult with so few parents" (District 13). It should be noted that several trainers left this part of the survey blank, even though they responded to everything else on the form.

c. In your opinion, what aspect of the program stands out as important to you in becoming an effective trainer?

All of the program components were mentioned by some trainers as the most important for becoming an effective trainer. Some trainers made global statements indicating that "all of the program" components were essential to good group leadership. Many trainers cited "modeling techniques," "career education information/resources," "co-leadership opportunities," and the practicum experience as program highlights. At least one trainer included "debriefing," "small group activities," "workshop organization," and "having students present when guest speakers appeared" as factors conducive to effective group leadership.

d. In your opinion, what aspect of the program was least effective in developing your skills as a trainer?

Most trainers made comments such as "nothing to change" or "this work had a positive approach and outlook" because they were overwhelmingly pleased with the quality, content, organization, and presentation of training. Several trainers made the following suggestions: "There must be more recruitment and involvement of parents — maybe a buddy system." "More time should be allocated to speakers." "Reduce the time used for practice." "Reduce the amount of material for reading."

3. Trainer Pre-Survey, Spring Cycle -- Pre-survey forms were analyzed during Spring 1987 from data obtained in Districts 9 and 31 (Group 2) regarding educational/professional backgrounds of trainers, experiences in special education, and work with parents of junior high school age children.

Table 26, on the following page, indicates the percentage of trainers in District 9 and 31 (Group 2) by self-described special education job titles. A breakdown of experience in non special education jobs is shown for trainers, by percentage, in Table 27 (Page 63). Trainers may appear in more than one category based on the inclusion of both past and present experiences. It was almost universal for teacher trainers to have had some past and/or current special education professional experience.

TABLE 26
Percentage of Trainers by Self-Designated Special Education Job Title
Spring 1987 — Districts 9 and 31 (Group 2)

Job Title	Percentage 9*	Percentage 31 (Group 2)**
Habitation Client Coordinator	8.3	0.0
Teacher — MIS or II, IS or JHS	58.3	0.0
Teacher — EH	16.7	28.6
Teacher — CRMD	8.3	14.3
Teacher — LD	8.3	14.3
Teacher — HS	0.0	14.3
Resource Room Teacher	0.0	14.3
Career Education Teacher	0.0	14.3
	100.0	100.0

*N = 12

**N = 7

TABLE 27
Percentage of Trainers with Non Special Education Experiences
Spring 1987 — Districts 9 and 31 (Group 2)

	Percentage	
Nature of Experience	9*	31 (Group 2)**
Teacher — Elementary	16.7	23.1
Teacher — JHS and High school	16.7	15.4
Teacher — Nursery/Pre K	11.1	7.7
Teacher — After School	5.6	7.7
Restaurant and Catering	5.6	0.0
Office and Clerical	22.2	15.4
Industrial and Medical	5.6	7.7
Counseling	5.6	7.7
Management	11.1	5.4
	100.0	100.0

*N = 18

**N = 13

Table 28, on page 65, indicates the percentage of trainers who noted they were either working with parents of special education junior high school age children or in career education programs. On the same page, Table 29 presents data for trainers who work in schools or organizations providing career education to parents and/or students, as well as the degree of contact with other agencies.

It appears from Table 28 that both groups of trainers are highly experienced as workers with special education parents of junior high school age pupils. On the other hand, both groups of trainers have been involved in career education programs to a lesser degree, particularly trainers from District 9.

Table 29 data indicate a higher level of trainer participation in "organizations providing career education services " to students and/or to parents in District 9. In addition, trainers from District 9 all maintain "contact with other agencies." In the explanatory narrative which accompanied their responses, both groups of trainers indicated that there were few activities which respond to the need of special education parents for career information, resources, and agencies to assist their children in entering the world of work.

Comparison data for the Fall 1986 cycle are available in Tables 22 and 23 on page 49.

Pre-test mean ratings were obtained from trainers regarding their comfort levels on eight concepts designed to measure knowledge, skills, and attitudes towards working with special education parents on the subject of career education. Table 30, on page 67, presents the results

TABLE 28
Percentage of Trainers with Relevant Parent Leadership or Career Education Experience
Spring 1987 — Districts 9 and 31 (Group 2)

Type of Experience	Percentage	
	9	31 (Group 2)
JHS Parent -- Special Education	90.0	100.0
Career Education	50.0	70.0

Table 29
Percentage of Trainers Working in Organizations Providing Career Education Services and/or Maintaining Contact with Other Agencies
Spring 1987 — Districts 9 and 31 (Group 2)

Service	Percentage	
	9	31 (Group 2)
Career Education — Students	70.0	60.0
Career Education — Parents	50.0	30.0
Contact with Other Agencies	100.0	70.0

from trainers' responses to a 4-point, Likert-type rating scale where "1" indicated the most discomfort with the concept and "4" indicated the least.

The mean ratings for the eight concepts together were similar for trainers in both districts. Concepts d., f., and g. received the lowest ratings, indicating awareness by trainers that they had factual deficits in career education curriculum, as well as in group leadership process and skills. Both groups of trainers showed positive feelings towards the concept of "parents as career educators" and "advocates" for their children. In addition, the data reveal trainers' perceptions reflecting flexibility and adaptability of leadership skills to a special education population. Similar findings resulted from data analysis during the Fall 1986 cycle of trainers (Table 24, page 51).

TABLE 30
Pre-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Procedures
Spring 1987 — District 9 and 31 (Group 2)

	Concept	Mean Rating by District	
		9	31 (Group 2)
a.	It is worthwhile to involve parents as career educators of their own children.	3.80	3.80
b.	Parents should be advocates for their own children.*	3.80	3.48
c.	I have the skills to work with parents in small groups.	3.00	3.00
d.	I have the skills to work with parents in large groups.	2.91	2.80
e.	I have the skills to work with parents on a one-one basis.	3.50	3.52
f.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	2.70	2.65
g.	I have the skills and content knowledge to train parents to become advocates for their own children.*	2.96	2.60
h.	I can adapt my skills and knowledge to a special education population.+	3.00	3.00
	Mean Rating for 8 Concepts	3.21	3.11

*Not included on the post-test survey form.

+Reworded on the post-survey.

4. Trainer Post-Survey, Spring Cycle — This instrument evaluated the impact of training seminars on trainers' opinions of training effectiveness, perceptions of self-growth and change in leadership skills, and future plans for conducting career development workshops.

Table 31, on page 69, indicates post-survey mean ratings for comfort levels on eight concepts relating to trainers' knowledge, skills, and attitudes towards working on career education with special education parents. Ratings were interpreted from a four-point scale where "4=strongly agree" and "1=strongly disagree." Five of the eight concepts appeared on the pre-survey also. When mean ratings on the pre- and post-surveys were compared for these five concepts, they were higher in favor of the post-survey (Table 30, page 69). Similar findings were observed between the pre- and post-surveys administered during the Fall 1986 cycle for Districts 12 and 31 (Group 1), (Tables, 24 and 25, pages 51 and 53). When post-survey concepts f, g, and h were included to assess trainers' perceptions of their leadership skills, content knowledge, and experience as workers with mainstream, bicultural, and/or limited English-speaking special education parents, trainers' data yielded lower mean ratings. These findings are consistent with those for the Fall 1986 cycle, probably because the backgrounds of most trainers in the districts for both cycles indicate fluency only in English.

Based on the data from Table 31, it can be concluded that both districts' trainers perceive themselves as having become more knowledgeable and skillful in career education and in parent leadership as a result of training.

TABLE 31
Post-Survey Mean Ratings of Trainer Comfort Level with Workshop Concepts and Processes
Spring 1987 — Districts 9 and 31 (Group 2)

Concept*	Mean Rating by District	
	9	31 (Group 2)
a. It is worthwhile to involve parents as career educators of their own children.	4.00	4.00
b. I have the skills to work with parents in small groups.	3.80	3.80
c. I have the skills to work with parents in large groups.	4.00	4.00
d. I have the skills to work with parents on a one-one basis.	4.00	4.00
e. I possess sufficient content knowledge in the career education area to help train parents as career educators.	3.50	3.52
f. I have the skills to use my experience with parents of a special education population.	3.00	3.00
g. I have the skills to utilize my experience with a bi-cultural population.	3.00	2.96
h. I have the skills to utilize my experience with parents of special education students who also have limited English language skills.	3.00	3.00
Mean Rating of 8 Concepts	3.54	3.54

*Concepts a, b, c, d, and e appeared on pre-survey.

When trainers responded to open-ended questions, gave general reactions, and assessed various techniques used in the workshops, the following information was obtained:

(1) As a result of participating in the program what did you learn about yourself as a parent-group leader?

Trainees indicated growth in terms of actual group leadership skills, increased self-confidence as group leaders, and heightened awareness of and sensitivity to special education parents' needs.

(2) In what ways did the program change your ideas about the needs and interests of parents of special education students?

Respondents from both districts incorporated answers to this question in responses to the first question. The main idea expressed was that special education parents are like parents of "mainstream" children — they care about their children and want them to have a better life than their own parents. Another theme related to the magnitude of the parent-education task because young people with handicapping conditions need much more information and training in order to realize career satisfaction.

(3) Other than in the workshop with parents or with the child with whom you practiced, have you tried any of the career education exercises/activities that were used in the workshops?

Responses among trainers from both Districts were widely different. While a few trainers reported "no opportunity to try," most of the shared experiences took place in special education classrooms or with special education teacher-colleagues and were deemed to be successful.

(2) Describe the ways each of the following techniques contributed to the overall effectiveness of the parent workshops:

Presentations of resource people to the large group: --Respondents were generally favorable concerning the competence and expertise of resource people. Whenever trainers gave negative feedback about speakers, they mentioned the need for a larger time allotment and the need to remind them "to simplify their vocabulary and their use of educational jargon."

Small group activities: -- Trainers in both districts spoke highly of the effectiveness of small group work because it provided parents with opportunities for discussing concerns, sharing experiences, reporting on "homework," and building interpersonal relationships. High praise was given for assistance offered to Spanish-speaking parents during small-group interaction.

Use of paired co-trainers -- Reactions to this technique was more mixed than for any other activity, probably because "teaming" with another person requires considerable effort, patience, planning, and interpersonal sharing to become effective. Trainers in both districts were highly positive about the learning experience related to co-leadership, although some made qualifying statements concerning unmet needs.

Presence of trainer-observers -- This activity seemed to elicit more controversy than other program components. Although trainers in both districts were largely positive about the presence of trainer-observers, some felt stongly in opposition. These findings were consistent with those from trainees in the Fall 1986 Cycle.

Printed materials given to parents -- All trainers were enthusiastic about the informative nature of printed materials distributed. In addition, they felt that these materials could be saved as future resources for parent use. One trainer made a statement which best summarized respondents' reactions: "Materials were abundant and very explicit. The parents found them valuable and so did I. I will keep them all for future reference and for duplication, also."

"Giving testimony" at the end of each session — This program component was deemed effective by most trainers in both districts. Although several comments wre similar to those of Fall 1986 trainers as to "discomfort" and "strangeness," the strategy was widely acclaimed generally for its ability to "bring closure" and add a dimension to the program "summary."

Comments for this Cycle which were less positive referred to the giving testimony activity as "too controlled," "good for those who enjoy addressing a large group or have the need to express themselves," and "too long —not necessary to provide 15 minutes for each session."

It was observed that several trainers, who responded to every other item on the survey, left this part of the form blank.

(3) In your opinion, what aspect of the program stands out as important to you in becoming an effective trainer?

Each of the program components was mentioned by one or more trainers as the most important feature. Most trainers listed several components or made global statements indicating that all facets of the program had contributed to building good leadership. "Modeling techniques," "co-leadership opportunities," "small-group activities," and "career education curriculum" were mentioned most often as high points of the parent education leadership training.

(4) In your opinion, what aspect of the program was least effective in developing your skills as a trainer?

Most trainers indicated that they found nothing to change because "everything was necessary" and "all parts helped in their way." In sum, trainers felt that "the overall program stood as a unit." Whenever trainers made specific "needs improvement" statements which reflected less than positive feelings, they listed "giving testimony" and "presence of co-trainers" most often.

(5) Comment — Trainers in District 9 and 31 (Group 2) reported a high degree of satisfaction with the quality, content, organization, and leadership of the project. In this assessment, they were consistent with Fall 1986 trainers from Districts 12 and 31 (Group 1). (See pages 46 through 60).

VI. Formative Evaluation Procedures -- Fall 1986 and Spring 1987 Cycles

Consistent with the guidelines outlined in the original project proposal, several procedures were carried out in order to provide for changes, modifications, and adaptations of program content and process during the second year of operation. Staff members held formal and informal staff meetings throughout the second year, using the assessments of the first-year's implementation in addition to ongoing formative evaluative data from a variety of sources. As noted in the first year's evaluation report, formative and summative procedures overlapped significantly.

Formative evaluation data emerged from diverse and various sources, reflecting through "user feedback" and staff observations regular and ongong "readings" concerning trainer effectiveness and workshop content usefulness and process. Essential and critical aspects of the formative evaluation process were inherent in data from:

A. Parent-End-of-Session Ratings described in detail earlier in this report;

B. Parent Verbal reactions elicited during the last five minutes of each workshop and noted by project staff and trainer observers;

C. Trainers' Verbal Reactions to workshop content and process, as well as self-assesment of their effectiveness as group leaders determined during and prior to each seminar. As reactions were noted by project staff, they formed an agenda for later discussion which was used to change, adapt, and shape the direction of future workshop sessions;

D. Trainer-Observer Guides for Focused Observation developed primarily as a learning device to help observers. These observations, however, provided a rich source of feedback to project staff in the area of parent concerns and perceptions of trainer strengths and weaknesses. For example, many parents expressed their needs for specific and concrete information about special education curriculum, their rights and responsibilities as parents of young people with handicapping conditions, and employment opportunities for their learning disabled, emotionally distressed, physically different, or otherwise handicapped child.

E. Trainers Post-Survey Part II designed as a follow-up instrument which would measure the impact of the workshop experience on the trainer's school or organization. Data from this instrument provided summative information for the current year's implementation, as well as formative information for the year ahead. Respondents, in general, had made efforts to develop one-to-one or group activities to meet the needs of parents, students, and colleagues for career education and special education information. Activities chosen for the educative process varied widely from no change; setting up a modest career library in the classroom; conducting one-shot meetings about career opportunities with parents, students, or colleagues; presenting for career days organized by the school, and planning and implementing a series of workshop offerings to give parents requested information about career development and special education. Most respondents indicated that the training they had received made them more aware of and sensitive to the needs of special education parents and children; in addition, respondents stressed that they became more insightful about the ways in which special education parents shared common goals for their children's welfare, making them more like than different from mainstream parents, and

F. Project Staff Meetings held on both formal and informal bases for the purpose of pooling information, discussing pertinent project issues, and making mid-course corrections and changes based on data from the above measures. Many of the changes in format and presentation were based on data concerning diversity of trainer background, as well as English-language facility of parents. Other issues discussed related to parent recruitment and attendance.

VII. Summary, Conditions, and Recommendations

An earlier section of this Evaluation Report enumerated a "baker's dozen" of specific examples related to positive aspects of the project's design and second year of implementation (III, pages 6 and 7). Data were presented in the intervening and succeeding sections of this Report which validate and support these conclusions. These data taken in totality attest to the exemplary character of this program.

Based on the data presented with their accompanying findings, it is recommended that a manual be developed, which will be a "how-to" statement of process and procedure for replicators to follow and emulate.

As stated in the Proposal initiating the three-year project, the major purpose of this training program was to have parents become more involved in the career exploration and selection process of their children with handicapping conditions. This purpose, consistent with recent legislation, specifically Public Law 94-142, was reinforced by providing parents with opportunities to learn more about career information, to understand their roles with school personnel more clearly, and to develop strategies for helping their children make the transition from school to the world of work.

Throughout the three years of the project's implementation, the goals for parents of children with handicapping conditions were to have them gain:

1. an understanding of career education and its role in their children's lives;
2. information related to their roles in supporting their children's education in school;
3. information, resources and skills to help them enhance their children's career development at home, and
4. information related to their roles in supporting children in job selection and procurement.

The underlying rationale for this three-year project's conceptualization was designed around three basic assumptions pertaining to parents and their role in education. These assumptions are that:

1. Although effective schools care about children, parents care more about their own children.
2. Parents have "rights," which include the right to know about and be involved in their children's educational plan and progress.
3. Parents can be effective teachers who exert significant influence over their children with regard to career planning, career training and entry to the world of work.

It was assumed, therefore, that parents of children with handicapping conditions can be taught to be more effective as activists in the education of their children by assuming roles as child advocate, teacher and model. Based on findings from this current year of operation, as well as on those of the two years preceding, the project attained its purpose, realized its goals, validated its assumptions about the efficacy of training parent educators to be more effective career educators for their children for handicapping conditions.

TRAINING PARENT-TRAINERS AS CAREER EDUCATORS

External Evaluation Report

Project Year Three
1986-1987

Prepared by: Rochelle G. Kaplan, Ph.D.

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Introduction

The third and final year of the "Training Trainers of Parents as Career Educators" project has been completed. Both the content and format as well as the staff have remained essentially the same as in previous years. This year the project was conducted in school districts in the Bronx and Staten Island and as before there were two training periods, one in the fall and one in the spring. Both of the fall trainer groups have already carried out some independent projects in their home districts and the spring trainers are preparing to do the same in the coming year.

Feedback from Staff

Preliminary discussions with the staff of the project indicated that there were several points on which this project year could be distinguished from previous years. First, the Board of Education liaison indicated that trainer performance and enthusiasm were directly linked to the way in which recruitment was carried out and that a sense of personal responsibility and willingness to take initiative on the part of the district leaders seemed to be the best way to get trainers involved. She pointed out that when district leaders had a positive orientation toward the program and went out of their way to attract capable trainers and brief them thoroughly about the project before the initial sessions began, the whole selection process ran smoothly. Those trainers who were approached in this way seemed to come to the first meeting with confidence and enthusiasm and this attitude continued to prevail throughout the training.

It was noted, however, that differences in the way in which trainers were recruited had no impact upon parents attendance and that even though some trainers were motivated and skillful in applying group process techniques, a major goal of the training process, these same people were not necessarily the most effective in the use of administrative and parent recruitment skills. Any extensions of the project in the future should keep this in mind and try to select trainers whose strengths would complement one another.

Another observation that was made by the staff was that some trainers tended to replicate the training model to the letter while others took a more flexible stance based on their own preferences and perhaps the needs of the community in which they were working. The cause of the exact replication was not entirely clear to the staff, but they suggested that perhaps inexperience and a lack of confidence in their own abilities might have caused trainers to rely heavily on the information and model that had been made available to them.

Finally, the staff did report that parent attendance was more of a problem in one Staten Island district than in the other groups. Problems in scheduling groups that had different dismissal times was one reason cited for the problem. That is, because some schools were dismissed earlier than other schools, getting everyone together at the same time was not easy. The staff noted, however, that even though parent attendance was low under these conditions, the trainers kept coming. Parent attendance in other groups, however, seems to have been facilitated by a more systematic method used this year for distributing flyers announcing workshop dates. Flyers for the first session were distributed in advance of the meeting and additional reminder flyers announcing subsequent meetings were distributed as well. Of the parents interviewed, most had attended all or almost all of the workshops.

External Evaluation Procedure

The external evaluation procedure consisted of interviews with a representative sampling of both parents and trainers from all training groups. The evaluator attended the final parent meeting of the spring Bronx group and conducted on-the-spot interviews with both trainers and parents who were present at the session. Trainers from the other groups were contacted by telephone. The interviews focused on several issues:

Parent interviews

- Reasons for attending the program and initial expectations about what the program would do for them;
- The extent to which the program met their expectations;
- Which aspects of the program seemed most beneficial;
- Behavioral changes that occurred as a result of the program;
- Any unanticipated outcomes of the program; and
- Criticisms of the program.

Trainer interviews

- Occupations of the trainers;
- How they were recruited and why they became trainers;
- The most effective parts of the program;
- The least effective parts of the program;
- Impact of the program on professional or personal development beyond experience as a trainer;
- Experience and planning the running of independent workshops after training (including format and techniques used);
- The role of the staff and any need for support in the future; and
- Criticisms of the program;

As in previous years the responses of those interviewed was positive toward the program and toward the staff who ran it. Some of the major and representative remarks will be described below.

Parent Reactions

1. Initial expectations and reasons for attending the program

In general the parents expressed three reasons for coming to the program initially. First, many wanted to learn more about special education and programs available in special education. Second, parents wanted to find out more about what they could do for their own child. Finally, and perhaps significantly, many parents indicated that they had come to the workshops in order to help themselves. The impression given by these parents was that they were highly motivated to seek help for themselves and their children, but that before coming to the program, they were not very clear about what kind of help they needed.

2. Realization of expectations

Parents seemed to feel that their initial expectations had been satisfied and that perhaps they had even gotten more than they had expected in some cases. As one parent said, "Yes, a little more than what I came for. I learned about different agencies and how to help my child in applying for a job."

Another parent said, "Yes, it showed me how to be a little more patient, to stop flying off the handle. It's not easy, but I'm trying." And still another said, "I got to understand my child and understand how to communicate with her."

3. Perceived best parts of program

As in previous years the parents indicated that both the large group presentations about specific resources for their children and the small group discussions with other parents (led by the trainers) were both rewarding. Some of the comments made by the parents about what they thought were the best parts of the program included:

> "To meet other parents going through the same situation."
>
> "Able to learn more than what I was getting from IEP meetings."
>
> "Presenter about summer programs for special education was very interesting."
>
> "The group setting. I had a chance to voice my opinion. The trainers were good. They helped me focus on things I didn't understand."
>
> "Talking out your problems and trying to get people to help you solve them."
>
> "The information and the group sessions, listening to other parents."
>
> "For me the best part was the session with sorting of career choices."

4. Changes in behavior

Most of the parents had not yet made any major changes in terms of making use of the resources that they learned about. They were, however, planning to take some specific actions. For example one parent said, "I am going to get my son in a high school that he really wants to go into." Another said, "I'm planning on college. I hadn't before." And another said, "I'm going to look into one of the jobs for my son for the summer and see what can be worked out."

Even if parents were a little vague about actions to take in the future, they all reflected a positive attitude about the fact that there were actually possibilities out there for their children. Again, for example, comments made included: "Now I know where to get help for her reading. I have a card and I just have to call during summer vacation." "The program helped me to understand some of the things my son is going through and some ways I can teach him things." "Before I didn't know much about special education in high school like about diplomas and who's entitled." "This program helped me because there are ways I can reach beyond school if I need help."

5. Unexpected outcomes

Although parents came to the program expecting to get help for their children, most did not quite know what to expect. Therefore, there were some pleasant unanticipated outcomes. For example, in relation to her family one mother reported, "We have more communication and open discussion." Another said, "I'm ready to change jobs now." "I learned a lot about children and my own child and what you could do for parents and children. Not just one, both." "In general, parents felt that they had gotten more information than they had expected and learned how to communicate with their children better, another unexpected but positive outcome.

Finally, there was one outcome of the program that most parents did not seem to expect. This was the receipt of certificates at the last workshop for parents who participated. All the parents seemed to be very excited and proud about this outcome. One parent in particular was very surprised and almost moved to tears. She had attended that session with her young daughter and in a voice filled with emotion said to the child, "Now won't your daddy be proud of me?"

As it turned out, this parent was in the process of completing her high school equivalency diploma and so the completion of this program with a certificate seemed to be all the more meaningful to her.

6. Criticisms

Only one parent offered any criticism of the program. She said, "I didn't like going around and introducing one another and I hope you have it on Saturdays. It interrupts my work day."

Trainer Responses

1. Occupations

As in previous years most of the trainers were special education teachers, but a few were supervisors and a few others were leaders from parent organizations.

2. Recruitment and reasons for attending

Some trainers were selected by their principals or supervisors for the program. Others just saw flyers at school announcing the program and others were contacted directly by the Board of Education liaison. In two cases trainers had been parents in an earlier program and volunteered to become a trainer for this session.

The reasons that trainers indicated for choosing to attend this program, for the most part, indicated a desire to help special education youngsters and a desire to learn how to work with and help groups of parents. Another popular reason for chosing the program was for possible career enhancement or professional development.

3. Effective parts of program

Almost all the trainers felt that two most important parts of the program were learning about available resources and having an opportunity to work directly with parents. For example, one trainer said, "the program helped me to understand the frustration and anxieties of the parents." Another said, "The fact that people are so unaware of what's out there surprised me. There's so much out there."

A sizeable number also indicated that having a chance to role play and observe expert models during the training sessions with the CUNY staff was very valuable.

4. Ineffective parts of program, criticisms, and recommendations for change

By and large the major criticism of the program was that there just were not enough parents participating. This complaint, of course, was particularly an issue for those trainers in the poorly attended Staten Island group.

Another issue that came up was that it was difficult to have the program after school when teachers have to prepare lessons. Some teachers would have preferred relief time in which to participate or have the starting time moved up to dismissal time. Again, however, this scheduling problem seemed to be somewhat unique to a particular district in Staten Island. Most trainers, though had only praise and no criticisms of the program and its facilitators.

5. Impact of professional or personal development

Beyond the skills and specific knowledge of resources gained by the trainers, a few other positive outcomes were noted by the trainers. Some found that the program helped them with their own children. For example, one trainer observed, "The program helped me as a parent with my own children and myself. I feel that I can listen to my kids and know where they're going." Another said, "Personally it made me more aware of job opportunities for myself and ways of channeling educational growth for myself and my own children." Others found that it helped them with their dealings with parents outside of the workshop setting. For example, someone said, "It helped me communicate more easily with one of the parents of one of my students, a parent who is attending the workshops." In general, many of the teacher-trainers found that directly using the career exploration materials from the workshops with their students was useful. One trainer said, "I found with one hard-to-get-along-with student, mentioning to him that his mother was coming to the meeting improved our relationship." Another said, "I use a lot of the materials with my students. It worked out very well in the classroom."

6. Post-training independent projects

The fall trainers carried out independent projects in their home schools. Some of the trainers worked in collaboration with one another and all consulted with the Board of Education liaison. Listed below are some of the kinds of projects that were developed.

Additional programs are being planned and some of these too are listed. Although the enthusiasm for continuing projects in the fall was indicated, some concerns about carrying on without stipends for parents were expressed. For example, someone said, "We would like money for the workshops. We don't have funds, but we have the information now."

> "I gave a workshop for teachers in my school. I used the picture sort format and gave an overview of the program in small groups. Then we came back to the larger group and spoke about the choices people made. Basically I used the same format in a shorter version as the one in our

> training sessions. I might consider doing another one with a different task or I may get a group of parents together during open school night."
>
> "I held three two-part workshops for parents. The first part was presenters and the second part was the workshop for parents. I told them about what is out there and they did the picture sort and talked about themselves. A lot of parents turned up. I find them to be very concerned people."
>
> "I ran the program for parents with some other teacher trainers. We ran six workshops. We had the format and we followed it."
>
> "Three of us formed workshops in our school. We ran five workshops for parents. We met during our prep periods to plan them. We used the same format as in training. We had resource people, then questions, then small groups. We even had kids come in and speak and had the kids serve refreshments."
>
> "I brought the project to the principal in another school and got in touch with teachers and had five sessions with parents. I used the same topics and everything."
>
> "I will be working with my fellow teachers on the picture sort activity (planned)."
>
> "We will begin with a small parent group consisting of parents who participated in the original workshops and poll these people to see what interests them and about the kind of speakers that would be helpful to other parents (planned)."
>
> "Me and another trainer will get a small group of parents who participated in the workshop and together we will set up an agenda for next year and discuss various presenters. We will have a discussion type of group and not repeat the model. That is what we are planning for next year (planning)."

Most trainers seemed either able to directly use the model presented to them or else were able to use it as a starting point for developing their own programs. These trainers seemed to be planful and organized. Only one person appeared a bit desperate and indicated that he would have a workshop with, "anybody he can get his hands on. I don't know how creative I am to think about anything else." Also, only one trainer indicated that developing an independent project was a serious problem. This trainer indicated that, "Every time I tried to get in touch, no parents responded." He added, however, that "I will do it again in September. I want to give parents information about teen programs on Staten Island and vocational programs."

7. Role of CUNY staff and what is needed in future

The response to the CUNY staff was extremely positive and just about all the trainers interviewed seemed to feel that the staff had been very helpful to them, particularly in their work with independent projects. Some of their comments were:

> "I couldn't have done it without them. I might need them for additional materials, like inventories and also for guidance in contacting groups or agencies."
>
> "I tried to imitate their model. That's hard to do. You just have to be yourself. But I stuck with the model because it is hard to come up with something new."
>
> "I like the format. It is planned and organized and easy to follow."
>
> "I wouldn't change anything. It went very well -- organized and set up well. All of it, the discussion and personal interactions."
>
> "We will call them if we run into a snag."
>
> "At first I was nervous. I liked the idea of working with parents, but I was nervous about it. Through the program I feel confidence."

Summary

Based on interviews with project participants, this seems to have been the most successful year of the project. Trainers from this year had a particularly positive appraisal of the competence and level of preparation and organization that the CUNY staff brought to the training sessions. It may be that the trainers' high level of assessment of project leader skills was the primary cause of their strict adherence to the model during independent workshop activities.

Although parent attendance was not good in one district, those parents who did come to sessions in other districts were highly motivated and pleased by their participation. Many parents attended all or almost all of the workshops and all parents would recommend the program to others. Many expressed an interest in continuing the program with the trainers and some were taking active steps in trying to get the school administration interested in supporting the program in the future. As in previous years, parents were impressed and delighted with all the information that they had received for helping their children. Any future extensions of this project, however, might focus on recruiting trainers who show some aptitude for administrative and public relations work as well as a potential for learning group process skills. Trainers with the former talents might be more effective in attracting and holding parent participants and could be paired with the more process-oriented trainers to maximize the impact of the program.

APPENDICES

List of Organizations that Presented at Workshops

Materials Distributed to Trainers and Parents

Working Agendas (five workshops)

Letter of Invitation to Parents

Flyer Sent to Parents that Describes Program

Internal Evaluation Instruments

LIST OF ORGANIZATIONS THAT PRESENTED AT WORKSHOPS

School Personnel

- High School Assistant Principals
- Guidance Counselors
- Special education supervisors

Parent Community Liaison Program
100 Attorney Street, Rm. 252
New York, N.Y. 10002
Information on parent and student rights

Project ROPO (Reach out to Parents)
100 Livingston Street
Brooklyn, N.Y. 11201
High school special education programs, graduation requirements.

Community Agencies and Employment Resources

Advocates for Children
26-16 Bridge Plaza South
Long Island City, N.Y. 11101
Offers educational advocacy, information and referral and parent training.

Aspira
332 East 149th Street, 2nd floor
Bronx, N.Y. 10451
Educational, vocational and career counseling; GED/ESL programs; job training and placement.

Association for Neurologically Impaired
Brain Injured Children (ANIBIC)
212-12 26th Avenue
Bayside, N.Y. 11360

Bronx Counseling Services
Big Sisters Inc.
900 Sheridan Avenue
Bronx, N.Y. 10452
Individual and family counseling; information, referral; psychological testing and evaluation; advocacy.

Bronx Employment Office
N.Y.S. Department of Labor
349 East 149th Street
Bronx, N.Y. 10455

Bronx Occuptional Training Center
2697 Westchester Avenue.
Bronx, N.Y.

Brooklyn Association of Settlement Houses (BASH)
1555 Linden Blvd.
Brooklyn, N.Y.

Center for Family Life
43rd Street & Fourth Avenue.
Brooklyn, N.Y.
Comprehensive family centered services including counseling, crisis intervention, advocacy, social activities, job counseling and placement.

Citibank — E.E.O. Department
26th Floor — Zone 6 — Dept. 2K1
399 Park Avenue
New York, N.Y. 10043

Consolidated Edison
708 First Ave. Rm. 1038
New York, N.Y. 10017

Discipleship Inc.
5105 7th Avenue
Brooklyn, N.Y.
Tutoring, drug counseling, GED

East New York Community Network Center #3
117 Pennsylvania Ave.
Brooklyn, N.Y. 11207
Tutoring, health services, referral.

Girl Scout Activity Center
Lambert House
1005 East 179th Street
Bronx, N.Y. 10460
After school center — homework assistance; trips; arts and crafts
Glendale Human Service Center
67-29 Myrtle Avenue
Glendale, N.Y. 11385

Greater Ridgewood Youth Council
64-01 Myrtle Avenue
Glendale, N.Y. 11385

International Center for the Disabled (I.C.D.)
340 East 24th Street
New York, N.Y. 10036

Comprehensive outpatient rehabilitation center.

Jewish Board of Family and
Children's Services
2795 Richmond Avenue
Staten Island, N.Y. 10314
Individual, group and family counseling, educational services (available in all four boroughs).

Job Path
22 West 38 Street, 11th Floor
New York, N.Y. 10018
A transitional employment program for special education youth and adults.

LD Hotline— 212-667-3838
817 Broadway, 6th Floor
New York, N.Y. 10003
A N.Y. metropolitan area information and referral service operated by the New York Association for the Learning Disabled.

Mayor's Office for the Handicapped
52 Chambers Street, Rm. 206
New York, N.Y.
Training programs, information and referral, Summer Youth Employment Program.

New York Psychotherapy & Counseling Center
796 H Drew Street
Brooklyn, N.Y. 11208
Counseling, psychotherapy

N.Y.S. Department of Civil Services
State Office Building
163 West 125th Street, Rm. 601
New York, N.Y. 10027

New York State Department of Employment
Rego Park, Queens, N.Y.
Supported work program for the developmentally disabled,

New York State Education Department
Office of Vocational Rehabilitation
Regional offices:

New York City: 116 West 32nd Street (10001)
(212) 563-6400

Brooklyn: 111 Livingston Street (11201)
(718) 834-6550

Queens: 1 Lefrak City Plaza
59-17 Junction Blvd. (11373)
(718) 271-9346

Staten Island: 1139 Hyland Blvd. (10305)
(718) 816-4800

Bronx: 1500 Pelham Parkway South (10461)
(212) 931-3500

Hempstead: 50 Clinton Street (11550)
(516) 483-6510

Offers services to individuals who have a handicapping condition to help them become employable and self-supporting.

Placement and Referral Center
for Clients with Special Needs
N.Y.C. Board of Education
P.S. 42, 100 Attorney Street
New York, N.Y. 10002

Selective city-wide placement of qualified job candidates who have a disability, ages 16 and older, on a full time, part time, paid or voluntary basis. Also supervises the Summer Youth Employment Program.

Port Authority of New York/NJ
Programs for the Handicapped
1 World Trade Center, Suite 61S
New York, N.Y. 10048

Operates a number of NY/NJ's largest transportation centers (airports, bus terminals, passenger ships terminals etc.) Has special program for handicapped personnel.

R.E.A.C.H.
Brownsville Recreation Center
1555 Linden Blvd.
Brooklyn, N.Y.

Recreational programs, camps
Resources for Children with Special Needs
200 Park Avenue South, Suite 816
New York, N.Y. 10003

Information on day care and child care services, vocational and job training programs, campus, summer programs, parent support groups.

Staten Island Continuum
28 Bay Street
Staten Island, N.Y. 10301
Job training and placement

Staten Island Mental Health Society Inc.
669 Castleton Avenue
Staten Island, N.Y. 10301
Individual, group and family therapy; Evaluations — speech, hearing, psychiatric, psychological, information, referral; early childhood programs.

Teen Advocacy Program, Society for Seamen's Children
26 Bay Street
Staten Island, N.Y. 10301
Counseling, parenting information, adoption services.

The Hub-Center for Change
for South Bronx Teens
349 E. 149th Street
Bronx, N.Y. 10451
Counseling, tutoring, teen pregnancy, health services

The New Hope Guild
971 Jerome Street
Brooklyn, N.Y. 11207
Counseling, evaluation, tutoring, referral, parenting support group

T.O.U.C.H.
510 Clove Road
Staten Island, N.Y. 10301
Parent support group for parents of children with special needs

Young People's Information Service
111 Canal Street
Staten Island, N.Y. 10301
Tutorial program, dispute mediation

Vanguard Urban Improvement Assn. Inc.
556 Nostrand Avenue
Brooklyn, N.Y. 11216

Materials Distributed to Trainers and Parents

Materials about available city-wide services

Resource Manual. Compiled by North Richmond Community Mental Health Center Consultation and Education Services, Staten Island.

Resource Manual of Bronx Community Agencies

Drug Resources and Information for Parents. Young People's Information Service, Staten Island.

How to Secure Help, 1986-87. A Guide to Social and Health Services in New York City. Community Council of Greater N.Y., 275 Seventh Avenue, N.Y. 10001 (In English and Spanish)

Help Yourself. A Guide for Young People in N.Y.C. Community Council of Greater N.Y.

Staten Island Mental Health Society Guide to Services.

Resource Guide to Special Education Services in New York City. N.Y.C. Board of Education, Parent Community Liaison Program, Project ROPO.

Camps and Summer Programs for Children with Special Needs 1986. Published by Resources for Children with Special Needs, Inc., New York, N.Y. 10003

Materials about special education, learning disabilities and other handicapping conditions

Student and Parents: Know Your Rights N.Y.C. Board of Education.

Helping Your Child Choose and Get Into the Right High School. Advocates for Children.

A Handicap is Hiding. N.Y. Association for the Learning Disabled and its Associations for Brain Injured Children.

Plain Talk About Children With Learning Disabilities. Duplicated from Their World, published by the Foundation for Children with Learning Disabilities.

The Resourceful Parents' List, 1984. Books, periodicals, pamphlets, brochures and booklets Bibliography.

A Parent's Guide to Special Education. Your Child's Right to An Education In New York State. Publication designed to assist parents in understanding the special education process. Published by the New York State Education Department, Division of Program Development. Albany, N.Y.

High School Special Education Library listing of materials available through Project ROPO (Reach Out to Parents Office)

Materials about agency programs and services

Programs and Services of the Cooperative Continuum of Education, Staten Island, N.Y.

The Staten Island Delinquency Diversion Program

Vanguard Urban Improvement Assn., Inc., Brooklyn, N.Y. 11216

Brochure. Board of Education Placement and Referral Center for Clients with Special Needs, New York.

Let OVR Work for You Office of Vocational Rehabilitation.

Can We Help? Describes Learning Disabilities Hotline (in English and Spanish)

Directory of Services. Jewish Board of Family and Children's Services.

About Aspira. Aspira of New York, Inc., Brooklyn, N.Y.

Disabled? Vocational Rehabilitation Can Help You, Your Family, Your Community. (In English and Spanish). Brochure describing the Office of Vocational Rehabilitation Services.

ICD . . . The Unique Matchmaker. Brochure describing services of the International Center for the Disabled.

Brochure. Mayor's Office for the Handicapped

Materials about career and job-related information

Services for the Disabled. The Port Authority of NY & NJ Handbook of Selective Placement of Persons with Physical and Mental Handicaps in Federal Civil Service Employment. Office of Personnel Management, Washington, D.C.

Decade's Top Jobs

Handbook of Laws Governing the Employment of Minors in New York State. New York State Department of Labor.

My Life Career Planner. A Career Planning Guide.

How to Get A Job. Published by the President's Committee on Employment of the Handicapped.

Facts for Teenagers Under 18 about Working Papers. Published by the N.Y. State Department of Labor.

Getting it Together. My Job Campaign. A Job-hunting Guidebook and Diary, published throgh Project O.V.E.R., a program of the Office of Occupational and Career Education and Open Doors/NYC Board of Education/NYC Partnership.

Job Descriptions reproduced from the Occupational Outlook Handbook, such as barber, building custodians, cooks and chefs, cosmetologists, dental assistants, nursing aides, orderlies and attendants, waiters and waitresses.

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Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
212 221-3895/96

PARENTS AS CAREER EDUCATORS

Workshop #1

WORKING AGENDA

THEME: CAREER INVENTORY: IDENTIFYING EXPRESSED VOCATIONAL ASPIRATIONS.

AIMS: To identify parents concerns and problems regarding their children's occupational future.

To make parents aware of the factors involved in making career choices.

To demonstrate skills the parents can use with their children in developing career choices.

OUTCOMES: Parents will know how to use the career inventory for their children.

Parents will be able to identify issues and concerns regarding their children's occupational future.

Activities

Preliminary Activity 3:20 - 3:40 p.m.	Parents sign the attendance sheet and receive stipend. Refreshments.
Large Group 3:40 - 3:45 p.m.	Project staff introduce trainers. Overview of the program.

(continued on other side)

Small Groups

3:45 - 4:00 p.m. Warm-up, parents meet in dyads and then introduce their partner to other group members.

4:00 - 4:45 Career Inventory

Trainers will explain the purpose of the career inventory as a way of identifying occupational interests.

Parents will go through the process of completing their own inventory. Trainers will give explanations and help parents explore implications of their answers.

Trainers will distribute inventories and explain how parents are to use the inventory as an at-home assignment with their children and give some general directions on how best to do this.

4:45 - 5:05 Small Group Evaluation

- Parents evaluate the session. (See questions on "Instructions for small group activities"--Step IV.)
- Trainers hand out pre-evaluation form and explain how to fill it out at home. (Emphasize purpose of evaluation: to improve program and that it is not a test.)

(Parents are to return form at next meeting.)

Large Group

5:10 - 5:25 p.m. Special Education Students

A panel of special education students who are working will.

- describe their job
- tell how they obtained the job
- identify those who helped
- describe work plan for the future

5:25 - 5:30 Recap of the session.

Reminder of date for next session.

Reminder to return evaluation form.

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PARENTS AS CAREER EDUCATORS

CAREER INVENTORY

Trainer Guide

Why the career inventory is important to parents.

1. Parents need to find out how and what their children are thinking about when deciding about a career in order to provide support and guidance.
2. The workshops with parents will provide them with information and skills in order to help their children be better prepared to answer the questions on the inventory form.
3. Usually, the better prepared a child is to answer these questions, the easier it will be for him/her to select appropriate training programs, move into the world of work, and get a job.

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PARENTS AS CAREER EDUCATORS

First Workshop

INSTRUCTIONS FOR SMALL-GROUP ACTIVITIES:

STEP I Interview of parents in dyads. (5 minutes)

Set of questions that parents can use during the five minute interview:

1. What is your name?
2. Are your working or have you worked?
3. What kind of work do you or did you do?
4. What is your child's name?
5. How old is your child?
6. What school is he/she going to?
7. What would you like to get out of these meetings?

STEP II Parents will introduce each other to the group using the information from the interview. (15 minutes)

STEP III CAREER INVENTORY

Purpose:

- To help your child to start thinking about work after high school
- To help your child to be ready for a job
- To help your child develop a clear idea of:
    - what work is all about
    - what kind of work he/she is interested in
    - what training he/she needs for his/her job choice
    - how to overcome problems in getting a job or going into a training program.

STEP IV Brief oral evaluation
Questions to be asked during evaluation (end of small session)

- What new things did you learn?
- How can you use this new information to help your child?
- Is there anything new that you would like to add?
- Is there anything you would like to continue with?
- Is there anything that you did not like?

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PARENTS AS CAREER EDUCATORS

Workshop #2

WORKING AGENDA

THEME: TRAINING RESOURCES AT THE HIGH SCHOOL LEVEL FOR CHILDREN WITH SPECIAL NEEDS.

AIMS: To provide parents with an overview of high school special education programs with a focus on career related training options (including shared instruction, after-school programs).

To make parents aware of how their children make career choices and the reasons for making the selections. (Debrief how parents used career inventory with their children.)

To make parents aware of how their children make career choices and the reasons for making selections.

OUTCOMES: Parents will be able to identify school resources that provide training and support services for handicapped students.

Parents will be able to identify their own interests and abilities related to career choices.

Activities

Preliminary Activity 3:20 - 3:40	Parents sign attendance sheet and receive stipend. Refreshments Parents talk to resource people informally. Resource people: Assistant to Principals of high school special education programs; and personnel from bilingual special education programs.

Large Group
3:40 - 4:15

Presentation by resource people will focus on:

- overview of special education at the high school level
- occupational and career related options
- career-related guidance services
- work experience and coop education programs

Small Groups
4:25 - 5:10 p.m.

Trainers debrief parent-child home assignment on career inventory using the questions on attached debriefing guide

Trainers will conduct a brief oral evaluation (five minutes) and then distribute and explain the take home session evaluation form (to be returned at next meeting).

Reassemble in large group
5:15 to 5:30 p.m.

Closing remarks
"Give Testimony"

Reminder to return evaluation form.

Guide for Career Inventory Debriefing

Set of questions to use during the debriefing:

Career Choices:

- Tell us what happened during the interview?
- When and where did the interview take place?
- What jobs did your child select?
- How did he/she make the selection?
- How do you feel about the job selection?
- Was it a realistic choice?
- What do you think your child should do next?
- How can your child get more information?
- (Co-trainer questions).

Roadblocks:

For question #1.

- How did your child answer?
- Did you offer any suggestions? What did you say?
- At the next time, would you say it differently? How?

For question #2.

- What was your reaction to your child's answer? Why?

For question #3.

- Do you agree or disagree with your child's answer? Why?
- Where would you go for more information?

For question #4.

- What would you advise your child to do if money was a problem?

General Questions:

- Do you feel that your child is on the right track in getting ready for a career? Why?

- What do you feel you need to help your child prepare for a career?

- How can you work with the school to help your child?

- Who are the people who can help you and your child?

- How will you go about taking the next step?

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PARENTS AS CAREER EDUCATORS

Workshop #3

WORKING AGENDA

THEME: TRAINING RESOURCES AT THE HIGH SCHOOL LEVEL FOR CHILDREN WITH SPECIAL NEEDS.

AIMS: To provide parents with an overview of high school special education programs with a focus on career related training options (including shared instruction, after-school programs).

To make parents aware of how their children make career choices and the reasons for making selections.

OUTCOMES: Parents will be able to identify school resources that provide training and support services for handicapped students.

Parents will be able to identify their own interests and abilities related to career choices.

Parents will be able to use a modified vocational card sort activity as a means of helping their children identify further career interests and abilities.

Activities

Preliminary Activity
3:20 - 3:40

Parents sign attendance sheet and receive stipend.

Refreshments

Parents talk to resource people informally.

Resource people: Assistant to Principals of high school special education programs; and personnel from bilingual special education programs.

Large Group
3:40 - 4:15

Presentation by resource people will focus on:

- overview of special education at the high school level
- occupational and career related options
- career-related guidance services
- work experience and coop education programs

Small Groups
4:20 - 5:10

Picture Sort Activity

- Collect evaluations of previous workshop.
- Each parent will be given a set of 20 pictures with job titles (English/Spanish).
- Parents will be asked to look over all pictures and separate them into two groups—one group will consist of jobs that are of interest to them, the others will be those that don't interest them.
- Then parents will be asked to select two jobs from their interest group that appeal to them most of all.
- For these two jobs, parents will discuss what is involved in doing the job, why these jobs interest them, and the skills and abilities needed.

Homework Preparation

- Parents will be instructed on how to use these cards with their children and to report at the next session on how their children responded.
- Oral evaluation of the session.

Questions to be asked during evaluation:

- What new things did you learn?
- How can you use this new information to help your child?
- Is there anything new you would like to add?
- Is there anything you would like to continue with?
- Is there anything you did not like?

- Take home evaluation (to be returned at next meeting).

Large Group
5:15 - 5:30

Questions and Answers.
Announcements "Give Testimony"

PARENTS AS CAREER EDUCATORS

Trainer Guide for Picture Sort

1. Give general overview of the activity using the "Career Inventory" as a guide; e.g., columns 2 and 3 - 1) reasons for choice and 2) what do people do on the job?

2. In doing the picture sort, trainers are to encourage interaction among the parents. See working agenda for steps.

3. Guide parents in comparing their choices in the career inventory with those made in the picture sort.

   How are they the same?

   How are they different?

   What are you beginning to learn about your interests?

   What skills and abilities are needed?

   How would you go about finding out more information?

4. Preparation for homework.
   To help parents do the exercise at home with their children:

   - Have parents form dyads.
   - Have parents assume the role of a child, the role of the parent. Parents will practice each role for 5 minutes.
   - Trainer will move around to observe interaction.
   - After ten minutes, have the group talk about the experience. Encourage parents to make suggestions on how they will do it at home.

   Additional homework activity:

   - Parents can ask their children to talk about things they do or might want to do at school that relate to the interests and abilities associated with their career choices.

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PARENTS AS CAREER EDUCATORS

Workshop #4

WORKING AGENDA

THEME: TRAINING AND SUPPORT SERVICE NETWORK: COMMUNITY AGENCIES FOR THOSE WITH SPECIAL NEEDS.

AIMS: To make parents aware of community resources available to their children: training, academic and support services.

To demonstrate how parents can help their children identify values related to career development.

OUTCOMES: Parents will be able to identify and learn how to use community resources.

Parents will be able to assess their own values related to careers.

Parents will be able to help their children identify some career related values.

Activities

Preliminary Activity 3:20 - 3:35	Parents sign attendance sheet and receive stipend. Refreshments Trainers encourage parents to talk to resource people informally. Resource people: representatives from community orginizations.
Large Group 3:35 - 4:05	Introduction of community organization representatives.

Presenters will focus on:

- Training opportunities for parents/students.
- Support services for special needs populations.
- Developing advocacy skills.

Small Groups
4:05 - 4:20

Collect evaluation of previous workshop.

Debrief picture-sort homework assignment. (Elicit how children related interests/abilities to things they do or might want to do at school).

4:20 - 5:00

Values Exercise

- Follow steps in Trainer Guide for Values Exercise. (See attached)
- Parents are to relate responses to their job choice on the career inventory in workshop #1 and/or Picture Sort.
- Parents are to describe how they are going to do the exercise with their children. (Parents may want to compare their responses with those of their children.)

5:00 - 5:15

Oral evaluation of the session.

Distribute take-home evaluation.

Questions and Answers.

Large Group
5:15 - 5:30

"Give testimony"

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Trainer Guide for Values Exercise

Trainers will assist parents in examining the relationship between checked items and their career choice. In so doing, parents can develop an awareness of how their values, interests and abilities are related to occupational choice and job satisfaction.

The values exercise is to be used with the occupational choice that parents made on the Career Inventory in Session #1 and/or two choices selected from the picture sort activity.

STEPS:

- Explain briefly the purpose of the exercise.
- Indicate that there are no right or wrong answers.
- After parents complete the form, ask them to write on the top of the page the first job choice they made on the Career Inventory Session #1 and picture sort activity.
- Allow each parent to tell which items they checked and why they chose those items. Allow them to explain how these are related to their occupational choice.

During the discussion, the trainer should infuse, where appropriate, some of the following concepts:

- The items you value are unique for each individual.
- For greatest satisfaction, your career choice should be in harmony with your values.
- For you, some values are more important than others.
- A job can satisfy some of your needs but oftentimes, adjustment and compromise is required.
- Making compromises is not an easy task.

Explain how they are to use this exercise at home with their child.

The Graduate School and University Center
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Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
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(212) 221-3895, -3896

VALUES EXERCISE

Most people who work would like to have a steady job and earn enough money to make a living. In addition, people want other satisfactions on a job. These will differ among people.

To discover the things that you would like on a job, check those items on the following list that are most important to you. There are no right or wrong answers.

1. ____little danger in doing my job
2. ____high risk in doing my job.
3. ____not too many worries
4. ____have hard problems to solve.
5. ____work with friendly people.

6. ____work in privacy
7. ____have a boss who likes me.
8. ____teach others.
9. ____help others with their problems.
10. ____give directions to others.

11. ____receive exact directions.
12. ____help people feel better.
13. ____work with different kinds of people.
14. ____tell other workers what to do.
15. ____be in charge of a job.

16. ____make decisions.
17. ____hire and fire people.
18. ____plan my own hours.
19. ____be my own boss.
20. ____be able to move up.

21. ____organize work in my own way.
22. ____involves hard physical work.
23. ____have little or no supervision.
24. ____set my own time to finish a jo
25. ____work with people I can trust.

26. ____have little or no pressure.
27. ____work in a quiet atmosphere.
28. ____be able to tell the boss whe
I need help.
29. ____travel out of town.
30. ____visit different offices.

31. ______learn new things all the time.

32. ______keep my hands clean.

33. ______work in an office.

34. _____work in a factory.

35. _____make more money even if job is less secure.

36. ____a very secure job even if it means less money.

37. ____job does not interfere with family life.

38. ____have a boss I respect.

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PARENTS AS CAREER EDUCATORS

Workshop #5

WORKING AGENDA

THEME: LABOR MARKET CONDITIONS AND EMPLOYER NEEDS: IMPLICATIONS FOR HIRING STUDENTS WITH SPECIAL NEEDS

AIMS: To provide parents with first-hand contact with employers and job placement resources.

To identify skills and abilities that employers look for when hiring.

To examine materials and techniques that students can use in their job search activity.

OUTCOMES: Parents will be aware of labor market conditions in the community and community hiring practices.

Parents will be able to identify special employers and/or placement services that respond to employment needs of handicapped students.

Parents will be aware of materials that can be used by handicapped students in job hunting.

Activities

Preliminary Activity 3:20 - 3:35	Attendance/Payment Refreshments
Large Group 3:35 - 3:40	Introduction of Resource People Brief introduction of panelists

Small Groups
(panelists will rotate
every ½ hour)

Panelists will give overview:

- What company/organization does.
- Where it is located.
- How many people employed.
- Employment outlook.
- Services provided.

Panelists will focus on factors that raise the employment potential of handicapped students.

Parents and trainers will have sets of questions that elicit information from panelists.

5:15 - 5:25

After panelists' presentation in small groups, trainers will continue with a short verbal evaluation.

- Collect last workshop evaluation.
- What new things did parents learn?
- How can parents use new information to help their children?
- What additional information and help would they like to have?
- End of session written evaluation.

Large Groups
5:25 - 5:30

Questions and Answers

"Give Testimony"

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Meeting #5

FOR PARENTS AND TRAINERS

Set of questions to ask panelists.
Employers and Agency People

General work:

- What kinds of jobs are there for beginners?
- Can you describe some of the jobs?
- How much money do you pay a new worker?
- Can you describe the place of work?
- What does a person with a handicap, interested in working in your company, need to do to apply for a job.?

Things I like and can do:

- What things does my child have to be able to do to work in your company.?
- Does your company train new workers?
- What things do companies look for when hiring new people?

Preparing and planning for a job

- If my child is interested in a job, how can he/she prepare for it?
- What subjects should my child take in school?
- What type of help can I get from your organization?
- Do I have to pay for the training in your organization?
- What kind of training outside of school can help my child?
- How can my child apply for a job in your company? Who is the person that my child has to call or write?

When things get in the way:

- My child has (describe handicap): Can he/she still be hired?
- How can i help my child be ready for a job?
- If my child does not get a diploma, can my child still get a job in your company?
- Has your company made changes on the job for persons with handicaps?
- Will your company make changes on the job for people with handicaps?
- What companies have made changes on the job for persons with handicaps?

S.I.

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Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
212 221-3895/96

October 1986

Dear Parent:

Please join us in a special program for parents of intermediate and junior high school students who are in special education.

As a parent we know you are concerned about your child's future in high school and after leaving school. A series of five meetings will be held where you will learn how to help your child to succeed in school and prepare for a career. People from many community organizations and high schools will show you how to help your child develop job related skills.

To cover your transportation and other expenses, you will receive $5.00 for each meeting you come to. Because many parents are interested in the program, we need to know as soon as possible if you will join us.

WHEN: at five workshop sessions every other TUESDAY from 3:30 to 5:30 p.m. beginning Tuesday, October 14, 1986. The dates are:

Session #1 — October 14, 1986
Session #2 — October 28, 1986
Session #3 — November 18, 1986
Session #4 — December 2, 1986
Session #5 — December 16, 1986

WHERE: Intermediate School 61
445 Castleton Avenue
Staten Island, New York 10301
In the Library

HOW: #3, 101 or 107 Bus to Castleton and Brighton Avenues

IF YOU PLAN TO JOIN US, PLEASE FILL OUT THE ENCLOSED FORM NOW, AND HAVE YOUR CHILD RETURN IT TO HIS/HER TEACHER.

Sincerely,

If you need information, please call:
Ellen Icolari at 212-221-3574 or
Roslyn Fisher at 212-840-7997

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Fall 1986
S.I.

Parents As Career Educators

PLEASE HAVE YOUR CHILD RETURN THIS TO HIS/HER TEACHER.

Mrs.
Ms.
Mr.
Your name: ______________________________
First Last

Your child's name: ______________________________
First Last

Your child's school: ______________________________

Your address: ______________________________
____
Apt. # Borough, Zip Code

Your Telephone: (718) ______________________________

_____ Yes, I plan to join

_____ No, I do not plan to join

PARTICIPATING AGENCIES

- Advocates for Children
- Association for the Help of Retarded Children
- Cornell University-Hispanic Labor Studies Program
- International Center for the Disabled (ICD)
- Job Path
- Mayor's Office for the Handicapped
- New York City Board of Education Placement and Referral Center for the Handicapped
- Office of Vocational Rehabilitation (OVR)
- Resources for Children with Special Needs

FOR FURTHER INFORMATION:

Please contact

The CASE/Institute for Research and
Development in Occupational Education
Graduate Center/CUNY
33 West 42nd Street, North Campus
New York, New York 10036

David Katz - (212) 221-3574
Ellen Ico[illegible] - (212) 221-3574
Roslyn Fisher - (212) 840-7997

The Graduate School and University Center
of the City University of New York

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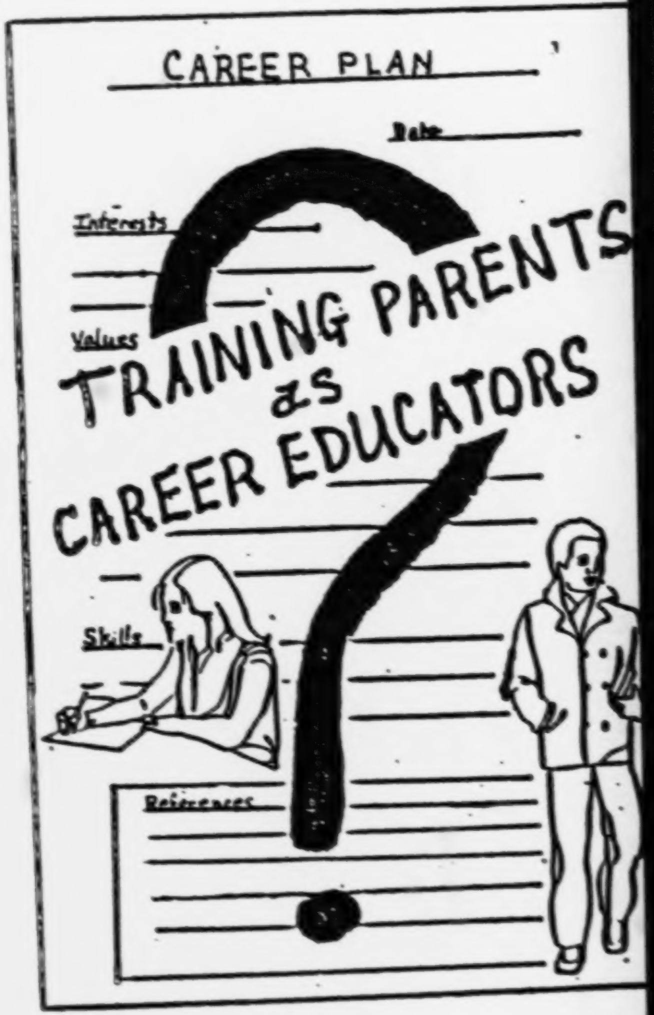
Institute for Research and Development in Occupational Educa
Graduate Center: 33 West 42 Street, New York, N.Y. 10036

TRAINING PARENTS as CAREER EDUCATORS



Project Staff:

David Katz **Roslyn Fisher** **Ellen Icolar**

PROGRAM AIM

Training Parents as Career Educators will provide parents with information and skills to help their children prepare for a career and employment.

THE PROGRAM CONSISTS OF

- Five workshops from 3:30 to 5:30 p.m.
- Every other Thursday starting Thursday, March 12, 1987. The remaining topics and dates are as follows:

April 9, 1987--Parents' Rights

April 30, 1987--Community Services

May 14, 1987--Employment Opportunities

at:

Intermediate School 148
3630 Third Avenue
Bronx, N.Y. 10456
In the Library

PARENTS WILL RECEIVE

- Five dollars ($5.00) for each workshop attended to cover transportation and other expenses.
- Certificate of Completion at Awards Ceremony.

BY PARTICIPATING IN THE WORKSHOP PARENTS WILL BE BETTER PREPARED TO:

- Help their children develop positive attitudes toward work.
- Help their children consider their interests and abilities when making career choices.
- Help their children to understand employment requirements, job duties and responsibilities.
- Help their children to get information on careers they may be interested in.

PARENTS WILL LEARN HOW TO:

- Help their children develop self-confidence in planning for their future.
- Encourage their children to apply skills and behaviors used at home and school to work-related activities.
- Assist their children in setting positive and realistic goals in choosing a career.
- Support and encourage the school's efforts in providing career education for their children.

BEST COPY AVAILABLE

PARENTS WILL BE ABLE TO:

- Participate with and j community organizations th provide career informati training and services for th children.
- Work with other parents children who have special needs promote career training a opportunities in their school a community.

TRAINING STAFF

- City University faculty from t areas of special education a career counseling.
- Representatives from communi groups.
- Junior high school speci education personnel.

RESOURCE PERSONNEL

- High school supervisors.
- Parent self-help organizations.
- Community service agencies.
- Job developers.
- Business and industry representatives.

CASE/Institute for Research and Development in Occupational Education
Graduate School and University Center
City University of New York

PARENTS AS CAREER EDUCATORS: SURVEY

So that we can make this program better, we need to know about some of the things parents do and think. This is a long questionnaire about some of the things you do and think about children, schools, and careers.

Try to answer each question. Read it carefully, but quickly. Show your answer by putting a check ( ) in the space that best describes you. We have asked for your name and for your child's school so that we can tell how you feel now and at the end of the program. Your answers are confidential and no one will see them except program staff.

The questions are about your child who is in special education. Even though you may have more than one child, try to answer the questions with that child in mind. Thank you.

---

1. Please decide if you think this statement is TRUE or FALSE. If you don't know, check the last column. Please put a check ( ) in the column to show your answer.

	FALSE	TRUE	DON'T KNOW
If I am not happy with my child's special education program, the first thing to do is to speak to the teacher			
The law says that parents must approve any changes in their special education child's school program			
Special education children must be fully evaluated once every three years and have a progress review every single year			
The IEP is a test for entering high school			
Children in special education cannot attend regular classes for part of the day			
Students in special education do not have to meet the same basic requirements for a high school diploma as regular students			
In every local community there are organizations that can help children with special needs			
A child with special needs can stay in school until age 21.			
OVR (Office of Vocational Rehabilitation) is an organization that can help my child prepare for a career after he/she leaves school			

2. Read each item and check (✓) whether you do it OFTEN, SOMETIMES, NOT OFTEN, or if you PLAN TO do it in the future. Keep in mind your child with a disability.

	I DO IT OFTEN	I DO IT SOMETIMES	I DO IT NOT OFTEN	I PLAN TO DO IT
Work with school people to plan my child's IEP				
Go to the school's parent meetings				
Make suggestions about what schooling my child should have after junior high school				
Go to community organizations to get help for my child				
Try to learn about what special rights my child has because of his or her disability				
Show my child books and magazines about careers				
Try to get my child to tell me about what she or he likes or is good at				
Talk to people about the right kind of job for my child				
Think about the kind of job that my child could do when he or she finishes school				
Try to learn about different programs in the high schools that would be best for my child				

3. In this section we want to know what you believe about certain things. Put a check (✓) in the column to show if you DISAGREE with the statement, or if you AGREE with it.

	DISAGREE	AGREE
A special education student should be thinking about preparing for a career while he/she is still in junior high school		
An employer will be more impressed by a youngster who has had any kind of work experience than one who has never worked		
A high school diploma guarantees that my special education child will get a job		
Usually a youngster's first job determines what he/she will do for the rest of his/her working life		
As long as a youngster can do the job, things like proper dress, good attendance and punctuality do not really matter to an employer		
Because of his or her disability, my child needs special help from the school		
Once a child decides on a career he/she should stick to it and not change his/her mind		
Friends and family are an excellent source for finding a job		
Because of my child's special problems, there are only a few careers open to him or her		
Most people have more than one career in a lifetime		
In helping a child plan for a career, the parent should take into account the child's interests		

4. Please use a check (✓) in the column to show how each of the statements applies to you.

	NO	YES
I agree with what the school says is my child's disability		
I have been thinking about changing careers for myself		
I have been thinking about going back to school		
I am currently working outside my home		
I am currently a student		
I am active in one or more community organizations (such as PTA, church groups, advocacy groups, etc)		

5. How many other children 18 years old or younger do you have living at home?

Write in a number: _____

6. Compared to your other children, check to show how much of a problem your child in special education has been:

___Much more of a problem ___About the same problem __Less of a problem

7. What is the name or number of the school your special education child attends? Write in the name or number:______________________________

8. What kind of special education program is your child in? ______________ ____________________. What specific disability does your child have?____

9. Please write in your name: ______________________________

Thank you for filling out this questionnaire.

CASE/INSTIUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCAITON
GRADUATE SCHOOL AND UNIVERSITY CENTER
CITY UNIVERSITY OF NEW YORK

PADRES COMO EDUCADORES EN CARRERAS: CUESTIONARIO

Para nosotros poder mejorar este programa, necesitamos saber algo de lo que los padres hacen y piensan. Este es un cuestionario que hace preguntas sobre lo que usted piensa y hace con sus hijos, escuela y carreras.

Trate de contestar cada pregunta. Léala con cuidado, pero rapidamente. Indique su respuesta con la marca (✓) en el espacio que mejor describe su opinión. Le pedimos su nombre y la escuela de su hijo/a para poder ver cómo usted opina ahora y cuando termine el programa. Sus respuestas seran tratadas confidencialmente y nadie mas que los encargados del programa podran verlas.

Las preguntas son acerca de su hijo impedido que esta en la escuela entremedia. Aunque usted tenga mas que este hijo/a, trate de responder a las preguntas con su hijo/a impedido/a en mente. Gracias.

1. Decida si usted piensa que esto es CIERTO o NO. Si no sabe, por favor marque la ultima columna.

   Marque (✓) en la columna su respuesta:

	FALSO	CIERTO	NO SÉ
Si no estay contento/a con el programa de educación especial de mi hijo/a, lo primero que hay que hacer es hablar con el maestro/a.			
La ley dice que los padres deben aprobar qualquier cambio en el programa de educación especial de su hijo/a.			
Las niños en educación especial deben tener una evaluación completa cada tres años y una evaluación de progreso cada ano.			
El IEP es un examen de ingreso a escuela superior.			
Los niños en educación especial no pueden asistir a clases regulares durante parte del día.			
Los estudiantes en educación especial no tienen que cumplir con los mismos requisitos para obtener el diploma de escuela superior que se les exige a los estudiantes regulares.			
En cada comunidad local hay organizaciones que pueden ayudar a los niños con necesidades especiales.			
OVR (Oficina de Rehabilitación Vocacional) es una organización que puede ayudar a mi hijo/a preparse para una carrera cuando termine en la escuela.			

2. En esta pregunta estamos interesados en saber cuantas veces usted hace las cosas en la lista.

Lea cade frase y marque (✓) si lo hace MUCHO, ALGUNAS VECES, NO A MENUDO, o si lo PIENSA HACER en el futuro.

Tenga siempre en mente su hijo/a impedido/a.

	A MENUDO	ALGUNAS VECES	NO A MENUDO	LO PIENSO HACER
Trabajo con las personas en la escuela para planear el IEP de mi hijo/a				
Voy a las réuniones de padres en la escuela.				
Hago sugerencias sobre los estudios que mi hijo/a debe seguir despues de la escuela intermedia.				
Voy a organizaciones de la comunidad para recibir ayuda para mi hijo/a.				
Trato de aprender los derechos especiales de mi hijo/a por ser impedido.				
Le enseño libros y revistas de carreras a mi hijo/a.				
Trato de que mi hijo/a me hable de lo que le gusta y de lo que puede hacer bien.				
Les hablo a otras personas del trabajo que mi hijo/a puede hacer.				
Considero los diferentes empleos que mi hijo/a puede conseguir cuando termine la escuela.				
Trato de enterarme de los programas en las escuelas superiores que sean mejor para mi hijo/a				

3. En esta sección queremos saber que usted cree sobre algunas cosas.

Marque (✓) al lado de cada aseveración para indicar si usted esta DE ACUERDO, O EN DESACUERDO.

	En DESACUERDO	De ACUERDO
Un estudiante de educación especial debe comenzar a pensar en prepararse para una carrera desde que está en escuela intermedia.		
Un patrono será mejor impresionado por un joven que haya tenido alguna clase de experiencia de trabajo que por uno que nunca ha trabajado.		
Un diploma de escuela superior garantiza el que mi hijo/a en educación especial consiga un trabajo.		
Usualmente la primera experiencia de trabajo de un/a joven determina el trabajo que él/ella hará por el resto de su vida.		
Si un joven sabe hacer su trabajo, cosas tales como vestimenta apropiada, buena asistencia y puntualidad no son importantes para el patrono.		
Por su impedimento, mi hijo/a necesita ayuda especial de la escuela.		
Una vez que un niño/a se decide por una carrera, él/ella deberá mantenerse en su decisión y no cambiar de idea.		
Las amistades y la familia son excelentes recursos para conseguir trabajo.		
Por los problemas especiales de mi hijo/a hay pocas carreras abiertas para él/ella.		
La mayoría de la gente tiene más de una carrera durante el curso de su vida.		
Al ayudar a un nino/a a hacer planes para una carrera, los padres deben tomar en cuenta los intereses de el/la niño/a.		

4. Por favor marque (✓) en la columna para indicar cómo cada una de los siguientes aseveraciones le aplica a usted.

	NO	SI
Estoy de acuerdo con lo que en la escuela dicen que es el impedimento de mi hijo/a.		
He estado pensando en cambiar de carrera.		
He estado pensando en regresar a la escuela.		
Actualmente trabajo fuera de mi casa.		
Actualmente soy estudiante.		
Estoy activo/a en una o más organizaciones de la comunidad (tales como PTA, Iglesias, grupos de apoyo de una causa, etc.)		

5. ¿Cuántos otros hijos/as de 18 anos de edad o menores viven con usted? Escriba el número: ______________

6. En comparación a sus otros/as hijo/as indeque cuanto más problemático ha sido su hijo/a en educación especial.

____ mucho mas problemático

_____ Casi igual

_____ Menos problemático

7. Cuál es el nombre ol el numero de la escuela a la cual asiste su hijo/a en educación especial? Escriba el nombre o el numero: ______________________

8. En que clase de programa de educación especial está su hijo/a?

____

¿Cuál es el impedimento específico que el/ella tiene? ______________________

____.

9. Por favor escriba su nombre: ______________________________________

****

GRACIAS POR COMPLETAR ESTE CUESTIONARIO

CASE/Institute for Research and Development in Occupational Education
Graduate School and University Center
City University of New York

PARENTS AS CAREER EDUCATORS: END OF PROGRAM SURVEY

We would like to know about some of the things you do and think. We would also like to know how you feel about the program and if there are new things you learned.

The questions are about your child who is in special education. Even though you may have more than one child, try to answer the questions with that child in mind. Thank you.

---

1. Please decide if you think this statement is TRUE or FALSE. If you don't know check the last column. Please put a check (✓) in the column to show your answer.

	FALSE	TRUE	DON"T KNOW
If I am not happy with my child's special education program, I should speak to the teacher and special education supervisor before going to the Committee on the Handicapped (COH)			
The law says that the school must provide special programs for children with special needs			
The school does not have to evaluate my child's special needs after he/she is in junior high school			
The IEP is a test for entering high school			
Children in special education cannot attend regular classes for part of the day			
Students in special education do not have to meet the same basic requirements for a high school diploma as regular students			
Some jobs that used to be closed to people with special needs are no longer closed to them			
In every local community there are organizations that can help children with special needs			
A child with special needs can stay in school until age 21.			
OVR (Office of Vocational Rehabilitation) is an organization that can help my child prepare for a career after he/she leaves school			

2. In this question we are interested in how often you do each of the things on the list. Read each item and check (✓) whether you do it OFTEN, SOMETIMES, NOT OFTEN, or if you PLAN TO do it in the future. Keep in mind your child with a disability.

	I DO IT OFTEN	I DO IT SOMETIMES	I DO IT NOT OFTEN	I PLAN TO DO IT
Work with school people to plan my child's IEP				
Go to the school's parent meetings				
Make suggestions about what schooling my child should have after junior high school				
Go to community organizations to get help for my child				
Try to learn about what special rights my child has because of his or her disability				
Show my child books and magazines about careers				
Try to get my child to tell me about what she or he likes or is good at				
Talk to people about the right kind of job for my child				
Think about the kind of job that my child could do when he or she finishes school				
Try to learn about different programs in the high schools that would be best for my child				

3. Please use a check (✓) to show how useful you found each of the things we did or talked about. Your check (✓) will show us what was not very useful, a little useful, or very useful to you.

THINGS WE DID:	NOT VERY USEFUL	A LITTLE USEFUL	VERY USEFUL
Getting information from the speakers to help my child			
Getting information about training and careers that might be useful for myself			
Getting things to read			
Asking questions about my own child			
Listening to other parents talk about their children			
Talking with other parents in the small group about our experiences on the "homework"			
Practicing the career planning activities in the small group			

4. In this question we want to know what you believe about certain things. Put a check (✓) in the column to show if you DISAGREE with the statement, or if you AGREE with it.

	DISAGREE	AGREE
A special education student should be thinking about preparing for a career while he/she is still in junior high school		
An employer will be more impressed by a youngster who has had any kind of work experience than one who has never worked		
Without a high school diploma my special education child probably will not be able to get a job		
A high school diploma guarantees that my special education child will get a job		
Usually a youngster's first job determines what he/she will do for the rest of his/her working life		
As long as a youngster can do the job, things like proper dress, good atendance and punctuality do not really matter to an employer		
Because of his or her disability, my child needs special help from the school		
Once a child decides on a career he/she should stick to it and not change his/her mind		
It's best for a child to go on a job interview alone		
Friends and family are an excellent source for finding a job		
What a person likes should be considered in the career he/she chooses		
Because of my child's special problems, there are only a few careers open to him or her		
Most people have more than one career in a lifetime		
In helping a child plan for a career, the parent should take into account the child's interests		

5. Please use a check (✓) to show how each of these statements applies to you.

	NO	YES
I would recommend this program to another parent		
This program showed me there are people and organizations to help my child find a job		
Because of this program, I am more familiar with what high school programs have to offer in special education		
Because of this program, I have a better idea of the requirements to get a high school diploma		
I tried some of the activities with my child		
I contracted.organizations that sent people to the meetings		
I know more about what careers my child is interested in because of this program		
I am better able to help my child to decide on a career because of this program		
Because of this program, I know more about the kinds of jobs that are right for my child		
I agree with what the school says is my child's disability		
I have been thinking about changing careers for myself		
I have been thinking about going back to school		
I am currently working outside my home		
I am currently a student		
I am active in one or more community organizations (such as PTA, church groups, advocacy groups, etc.)		

6. What new thing did you learn about your child through this program?

7. What is your child's disability?

8. What kind of work do you think your child can do?

9. Would you like to continue these meetings?

10. What else would you like to learn about?

11. Please write in your name: ______________________________

Use the envelope to mail this to us. (No stamp is needed)

Thank you for filling out this questionnaire.

Trainer
Pre-Survey

CASE/Institute for Research and Development in Occupational Education
Graduate School and Univeristy Center
City University of New York

PARENTS AS CAREER EDUCATORS
TRAINER PRE-SURVEY

To assess how well this program is meeting its goals, we need to systematically collect some information now, and at the end of training, about you and the agency (school/organization) you represent. We would appreciate it if you would fill out this Survey as completely as possible and bring it to the next seminar.

Please try to be specific and detailed; you may wish to write on the back of pages, or on other paper if you need more space. Be assured that your responses will be treated confidentially and used only to assess program effectiveness. Thank you for your cooperation.

NAME ____________________

YOUR JOB TITLE: ____________________

SCHOOL OR ORGANIZATION: ____________________

Professional Background

Teaching Experience

Special Education:

Job title(s)	Category of disability and age served	Number of years
________	________	________
________	________	________
________	________	________

Non-special education:

Job title(s)	Subjects and grade levels	Number of years
________	________	________
________	________	________
________	________	________

Non-teaching Work Experience

Job title(s)	Type of business or population served	Number of years
____________	____________	____________
____________	____________	____________
____________	____________	____________

Volunteer Work Experience

Job title(s)	Population served	Number of years
____________	____________	____________
____________	____________	____________
____________	____________	____________

PROJECT-RELATED EXPERIENCE

The following set of questions is about your personal experiences with the populations to which the Parents as Career Educators is addressed.

1. Have you had any experience in working with special education students of junior high school age? ____No ____Yes; If yes, please describe and also indicate any other relevant experience that you may have had with handicapped youth of any age group:

2. Have you had any experience in working with other students of junior high school age? ____No ____Yes; If yes, please describe:

3. Have you had any experience in providing career education? ____No ____Yes; If yes, please describe:

4. Have you had any experience in working with parents of junior high school-age youth? ____No ____Yes; If yes, please describe and indicate whether this was on a one-to-one, small group, or other basis:

5. In general, please rate how you feel at the present time about the concepts specified in each of the following statements:

Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1

a.	It is worthwhile to involve parents as career educators of their own children.	a.	4	3	2	1
b.	Parents should be advocates for their own children.	b.	4	3	2	1
c.	I have the skills to work with parents in small groups.	c.	4	3	2	1
d.	I have the skills to work with parents in large groups.	d.	4	3	2	1
e.	I have the skills to work with parents on a one-one basis.	e.	4	3	2	1
f.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	f.	4	3	2	1
g.	I have the skills and content knowledge to train parents to become advocates for their own children.	g.	4	3	2	1
h.	I can adapt my skills and knowledge to a special education population.	h.	4	3	2	1

ORGANIZATIONAL INVOLVEMENT

The final set of questions deals with some of the activity your school and organization is involved in at the present time.

1. Currently, to the best of your knowledge, what (if any) career/vocational activities for special education students is your organization involved in at the present time?

2. Currently, what career education activities, if any, is your organization engaged in:

   - o for general parent groups?

   - o specially for parents of special education students?

3. To the best of your knowledge, describe your organization's current relationship with (other):

   - o Parent organizations

   - o Community organizatons

- Child rights advocacy organizations

- Educational or training organizations in the community

4. Overall, what would you and your organization like to do for special education students, or their parents, with respect to vocational or career matters that you are not doing now?

THANK YOU FOR COMPLETING THIS FORM.

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PARENTS AS CAREER EDUCATORS
Trainer Followup Survey

Now that the "Parents as Career Educators" initial training cycle is over, we are interested in your reactions and experiences. To allow you the greatest possible leeway in describing the program as you experienced it, we are asking several open-ended questions. Please answer each with as many specific details, anecdotes, and illustrations as necessary to convey the flavor of the program. We would appreciate it if you would include any other information that you think is relevant to improving the program. Use the backs of the pages if you need additional space.

If any of the questions are not applicable to you, please indicate this for each non-applicable item.

Name ____

Your job title ______________________________________

School or organization ________________________________

PERSONAL IMPACT

1. As a result of your experience in this program please rate how you feel about each of the following statements:

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

a.	It is worthwhile to involve parents as career educators of their own children.	a.	4	3	2	1
b.	I have the skills to work with parents in small groups.	b.	4	3	2	1
c.	I have the skills to work with parents in large groups.	c.	4	3	2	1

d.	I have the skills to work with parents on a one-one basis.	d.	4	3	2	1
e.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	e.	4	3	2	1
f.	I have the skills to use my experience with parents of a special education population.	f.	4	3	2	1
g.	I have the skills to utilize my experience with a bi-cultural population.	g.	4	3	2	1
h.	I have the skills to utilize my experience with parents of special education students who also have limited English language skills	h.	4	3	2	1

2. As a result of participating in the program what did you learn about yourself as a parent-group leader?

3. In what ways did the program change your ideas about the needs and interests of parents of special education students?

4. Other than in the workshops with parents or with the child with whom you practiced the exercises, have you tried any of the career education exercises/activities that were used in the workshops? If so, please specify with whom you tried the activities and how well they were received.

5. In what ways has your participation in this program generated plans to use the workshop or related activities with the parents, colleagues, students, etc. at your school or organization?

GENERAL REACTIONS

1. Looking back at the meetings for trainers held before and after the sessions for parents, list the main strengths and areas that need improvement (for example, modeling techniques, debriefing of previous workshops, sharing of trainer experiences, planning and print materials):

   - o Strengths

   - o Areas that need improvement

2. Please describe the ways each of the following techniques contributed to the overall effectiveness of the parent workshops:

   - o Presentations of resource people to the large group:

   - o Small group activities:

   - o Use of paired co-trainers:

Trainers
Post-Survey Part II

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PARENTS AS CAREER EDUCATORS
Post-training Followup Survey

Now that the "Parents as Career Educators" program has been over for several months, we are interested in learning about the impact of your experience on your own school or organization. To allow you the greatest possible leeway in describing these experiences, we are asking several open-ended questions. Please answer each with as many specific details, anecdotes, and illustrations as necessary to convey the flavor of your activities. We would appreciate it if you would include any other information that you think is relevant to improving the program. Use the backs of the pages if you need additional space.

If any of the questions, are not applicable to you, please indicate this for each non-applicable item.

Name ______________________________

Your job title ______________________________

School or organization ______________________________

EFFECTS ON PARENTS AND STUDENTS

1. As a result of the training program, have you had any individual or group contacts with parents and/or students? If so, how was this contact different from before the program began (include increase in the number of parents or students seeing you and/or changes in the type of information or service they are seeking)?

2. If you have trained a parent group, please describe any attempts these parents have made to meet together again in pairs or small groups after your program ended.

3. As a group, have your parent participants undertaken or plan to undertake any activities to further either the education of their children or their own involvement in school affairs. If so, describe them.

4. To the best of your knowlege as a result of participation in the program, have any of your parents made a change:

   - o In their own educational plans/activities (e.g., taken a course, enrolled in school)?

   - o In their own career/occupational plans/activities (e.g., changed or considered changing jobs)?

   - o In their involvement with other community organizations that work with people with special needs?

   - o In their involvement with school staff and/or administrators?

5. Have you become aware of any changes in the attitudes or behaviors of students of the parents who participated that you would attribute to the program?

6. If you have trained a group other than parents (e.g., students, co-workers) using any of the career education exercises, please specify with whom you tried the activities and their effect on group participants.

7. What are your plans for forming and training career activity groups in the future?

ORGANIZATIONAL OUTCOMES

1. As a result of your participation in the "Parents as Career Educators" program, has there been any increase or change in career related and/or advocacy activities for special education students in your school or organization (please be specific)?

2. As a result of your participation in the "Parents as Career Educators" program, what steps have you taken, or do you plan to take, to involve your colleagues, administrators, or staff in career education activities for parents of special education students?

3. As a result of the program what affilations have you and/or your school or organization formed with outside agencies and organizations. (Please describe any meetings or new contacts and procedures that have been or will be established).

- Parent-related organizations:

- Community organizations:

- Child rights advocacy organizations:

- Educational or training organization in the community:

Thank you for completing this form.

- Presence of trainer-observers:

- Conducting small groups in Spanish:

- Print materials given to parents:

- "Giving testimony" at the end of each session:

3. In your opinion, what aspect of the program stands out as important to you in becoming an effective trainer?

4. In your opinion, what aspect of the program was least effective in developing your skills as a trainer?

Thank you for completing this form.

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PARENTS AS CAREER EDUCATORS: END-OF-SESSION RATING FORM, 2 3 4 5

Now that today's meeting is over, we would like to know how you feel about the things we did so that we can make them better. Your opinion is important to us. Please answer all questions honestly. Your answers are confidential.

The questions are about your child who is in special education. Even though you may have more than one child, try to answer the questions with that child in mind.

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1. Check (✓) to show if today's meeting was:

   ____ Not very worthwhile ____ A little worthwhile ____ Very worthwhile

2. Check (✓) to show if today's meeting was:

   ____ Not very interesting ____ A little interesting ____ Very interesting

3. Check (✓) to show if today's speakers were:

   ____ Not very good ____ Just o.k. _____ Very good

4. Check (✓) to show if the meeting helped you get any useful ideas about how you can help your child to start thinking about a career:

   ____ Very little ____ Some ____ A lot

5. Check (✓) to show if today's meeting was:

   ____ Too long ____ Too short ____ Just about right

6. Would you recommend today's meeting to a friend? ____ No ______ Yes

7. Please use a check (√) to show how useful you found each of the things we did or talked about today. Your check (√) will show us what was not very useful, a little useful, or very useful to you.

THINGS WE DID:	NOT VERY USEFUL	A LITTLE USEFUL	VERY USEFUL
Getting information from the speakers to help my child			
Getting information about training and careers that might be useful for myself			
Getting things to read			
Asking questions about my own child			
Listening to other parents talk about their children			
Talking with other parents in the small group about our experiences on the "homework"			
Practicing the career planning activities in the small group			

9. Please use a check (√) to show how much you learned today about each of the things on the list. Your check ( ) will show us if you did not learn much, if you learned a little, or if you learned a lot today.

THINGS WE LEARNED:	DID NOT LEARN MUCH	LEARNED A LITTLE	LEARNED A LOT
What the schools do for students with special needs			
What other organizations do for students with special needs			
Where I can get help for my child or my family when we have problems			
How to work with other parents			
How to work with schools to help my child			
How to work with other organizations to help my child			
Things I can do at home to help my child learn about his or her interests and abilities			
What kinds of jobs might be available for my child			
What kind of training is needed for different careers			
What business looks for in workers			

10. Please write in the one thing you thought was best about today:____________

11. Please write in the one thing that could have been improved in today's meeting:____________

12. What additional information would you have liked? Do you have any questions you would like to ask? ____________

Thank you for completing this form.

360

8. Please use a check (√) to show what you think of the activities in the small group meeting today.

SMALL GROUP ACTIVITIES	ALWAYS	SOMETIMES	NEVER
In my small group the leader listened to what everybody had to say			
In my group the leader gave everyone a chance to speak			
The leader seemed to understand the concerns the parents have about their children			
The leader offered good suggestions to help parents at home			
There was a good feeling of everyone helping one another in my group			
I was comfortable speaking in this group			
I understand what the leader was talking about, especially about what to do on the "homework" assignment with my child			

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PADRES COMO EDUCADORES DE CARRERAS: FORMULARIO DE EVALUACIÓN DE LA SESION 2, [✓ 3], 4,

Ahora que la reunión de hoy se termino, nos gustaría saber su opinión acerca de lo que hicimos hoy, con el propósito de mejorar las próximas reuniones. Su parecer es importante para nosotros. Por favor, conteste todas las preguntas honestamente. Sus respuestas son confidenciales.

Las preguntas son acerca de su hijo/a que esta en educación especial. Aunque usted tenga mas de un hijo/a, trate de responder a las preguntas pensando solo en el niño que tiene necesidades especiales.

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1. Marque (√) para indicar si la reunion de hoy fue:

   _____ de ningún mérito _____ de póco mérito _____ de mucho mérito

2. Marque (√) para indicar si la reunión de hoy fue:

   _____ no muy interesante _____ un poco interesante _____ muy interesante

3. Marque (√) para indicar si las personas que hablaron hoy fueron:

   _____ no muy buenas _____ regulares _____ muy buenas

4. Marque (√) para indicar si la reunión le ayudó a obtener ideas beneficiosas de como ayudar a su hijo/a a comenzar a pensar en una carrera:

   _____ no mucho ____ regular _____ mucho

5. Marque (√) para indicar si la reunión de hoy fue:

   _____ muy larga _____ muy corta _____ conveniente

6. ¿Le recomendaría la reunion de hoy a un/a amigo/a suyo? ___No ___Sí

7. Por favor marque (√) para indicar que beneficio encontró en cada una de las cosas que hicimos o hablamos hoy. Su marca (√) nos indicará lo que no fue útil, un poco útil o muy útil para usted.

COSAS QUE HICIMOS	NO MUY UTIL	UN POCO UTIL	MUY UTIL
Obtener información de los diferentes representantes para ayudar a mi hijo/a.			
Obtener informacion acerca de entrenamientos y carreras que pueda ser beneficiosa para mi.			
Obtener artículos y folletos para leer.			
Hacer preguntas acerca de nuestros hijos.			
Escuchar a otros padres hablar acerca de sus hijos.			
Hablar con los otros padres en los grupos pequenos acerca de nuestras experiencias con la "tarea."			
Practicar las actividades de planificación de carreras en el grupo pequeño.			

8. Por favor, use la marca (✓) para expresar su opinión acerca de las actividades en la reunión del grupo pequeño de hoy.

ACTIVIDADES DEL GRUPO PEQUEÑO	SIEMPRE	ALGUNAS VECES	NUNCA
En mi grupo pequeño, el líder escuchó lo que todos tenían que decir.			
En mi grupo pequeño, el líder le dió a cada uno una oportunidad de hablar.			
El líder pareció entender los concernimientos que los padres tenían con respecto a sus hijos.			
El líder ofreció buenas sugerencias para ayudar a los padres en el casa.			
En mi grupo existía un sentimiento de ayuda mutua.			
Me sentí cómodo/ a hablando en este grupo.			
Entendí los que el líder dijo, especialmente acerca de como hacer la "tarea" con mi hijo/a.			

9. Por favor marque (√) para demonstrar cuanto aprendió usted acerca de cada uno de los asuntos mencionados en la lista. Su marca nos señalara si usted no aprendió mucho, si usted aprendió un poco o si usted aprendió mucho hoy.

ASUNTOS QUE APRENDIMOS	NO APRENDI MUCHO	APRENDI UN POCO	APRENDI MUCHO
Lo que las escuelas proveen para los estudiantes con necesidades especiales.			
Lo que otras organizaciones ofrecen a los estudiantes con necesidades especiales.			
Donde puedo obtener ayuda para mi hijo/a o mi familia cuando tengamos problemas.			
Como trabajar con otros padres			
Como obrar con las escuelas para que ayuden a mi hijo/a.			
Como obrar con otras organizaciones que ayuden a mi hijo/a.			
Cosas que puedo hacer en la casa para que mi hijo/a aprenda acerca de sus intereses y habilidades.			
Que clase de trabajos pueden estar a la disposición de mi hijo/a.			
Que clase de entrenamiento es necesario para las diferentes carreras.			
Que requisitos tienen los comercios para sus empleados.			

10. Por favor describa lo que usted pensó fue lo mejor de la reunión de hoy.______

____

____

11. Por favor describa lo que usted cree que podria haberse mejorado en la reunion de hoy. ____

____

12. ¿Que información adicional le hubiera gustado recibir?

¿Tiene algunas preguntas que quisiera hacer? ____________________________

____

____

____

GRACIAS POR COMPLETAR ESTE CUESTIONARIO